CURRICULAM AND SYLLABUS OF THE PRIMARY TEACHERS' TRAINING TWO-YEAR COURSE UNDER THE ELEMENTARY TEACHER EDUCATION PROGRAMME (NCTE) LEADING TO DIPLOMA-IN-EDUCATION

West Bengal Board of Primary Education
Acharya Prafulla Chandra Bhavan
DK – 7/1, Sector – II
Salt Lake City
Kolkata – 700 091

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পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্ষদ

W.B. BOARD OF PRIMARY EDUCATION

West Bengal Board of Primary Education
Acharya Prafulla Chandra Bhavan
DK–7/1, Sector – II
Salt Lake City
Kolkata – 700 091

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सत्यमेव जयते

CONSTITUTION OF INDIA

PREAMBLE

"**WE THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity; and to promote among them all;
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY THIS TWENTY SIXTH day of November 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**"

Foreword

The Board has been declared as the Examining Body by the Government of West Bengal for two years Diploma in Education (D. Ed.) Course according to the National Council For Teacher Education (N.C.T.E.) Norms (vide G.O. No. 1039-SE (Pry) Dated 23rd October, 2008). In it bid to promote quality of Primary Education, the Board is going to bring out the Curriculum and Syllabus for two-year D. Ed. course keeping in mind all the norms and recommendations of the NCTE. Approved by the School Education Department, Government of West Bengal (Vide No. 20-SE (P) Dated 7th January, 2009) this Curriculum and Syllabus is to be followed by all the Institutes recognized by NCTE and affiliated to West Bengal Board of Primary Education.

The Curriculum & Syllabus for the two-year D. Ed. Course has been based on innovative approaches to the Teacher Education under Elementary Teacher Education Programme in specific (i) the Subjects in the basic areas of knowledge, skill, practical and compulsory optional subject have been extended to include (a) planning and management, (b) contemporary developments in Education in India, (c) purposeful learning through direct experience, (d) art education and (e) computer applications in education; (ii) More weight age has been given in terms of allotment of marks to English (Second Language as Method Subject) and practical teaching (Micro & Macro); and (iii) With an aim to bring about uniformity and more transparency in the entire system of evaluation internal marking for the knowledge-based subjects and for contents and methods of teaching subject areas, the total marks have been increased to 1800 in order to reduce examination load the Course has been divided into two parts, Part-I with 900 Marks for Examination at the end of the 1st year and Part-II with 900 Marks for Examination at the end of the second year Course.

The New Syllabus has been meticulously developed by a group of competent experts and I am confident, it will help teachers to acquire education necessary for effective classroom teaching and management.

In spite of our best efforts to incorporate into it the latest developments in pedagogy and educational technology we never claim to have achieved the ultimate goal and therefore, most humbly invite suggestions and opinions for its further improvement.

President
W.B. Board of Primary Education

Curriculum and Syllabus for Diploma-In-Education Course (Two-Years)
(Under Elementary Teacher Education Programme)
1. Weight age

The total marks allotted to each area of Courses of Studies for Examinations are detailed below :

Group – (A) : Knowledge Based Subjects.

Sl. No.	Subjects	Marks Alloted						Full Marks (Part - I + II)
		Part I			Part II			
		Internal	External	Total	Internal	External	Total	
1.	Basic concepts in Education	×	50	50	×	50	50	50 + 50 = 100
2.	Educational Psychology and learning Process	×	50	50	×	50	50	50 + 50 = 100
3.	Planning, Management, Methodology and Evaluation	×	50	50	×	50	50	50 + 50 = 100
4.	Development of Education in Contemporary India	×	50	50	×	50	50	50 + 50 = 100
		×	200	200	×	200	200	200 + 200 = 400

Group – (B) : Contents and Methods of Teaching

Sl. No.	Name of Subjects	Part I			Part II			Total for Part I & Part II	Practical *	Full Marks
		Internal	External	Total	Internal	External	Total			
1.	Mother Language (First Language)	×	60	60	×	65	65	125	25	150
2.	English (Second Language)	×	60	60	×	65	65	125	25	150
3.	Mathematics	×	60	60	×	65	65	125	25	150
4.	Natural Science	×	40	40	×	35	35	75	25	100
5.	History	×	40	40	×	35	35	75	25	100
6.	Geography	×	40	40	×	35	35	75	25	100
Total		×	300	300	×	300	300	600	*150	750

* Marks to be included under Teaching Practical (Group - C)

Group - 'C' : Practical Based Areas

Sl. No.	Name of Subjects	Part I Internal	Part I External	Part I Total	Part II Internal	Part II External	Part II Total	Full Marks (Part I & II)
1.	Physical Education and Health Education	10 (Practical)	40 (Theoretical)	50	5 (Practical)	45 (Practical)	50	100
2.	Creative Work & Productive Work	15	60 (Theoretical)	75	5	70 (Practical)	75	150
3.	Practice Traching							
	a) Macro Teaching	25		25	25	150	175	200
	b) Micro Teaching	50	100	150	–	–	–	150
4.	Cultural Activity	5	20	25	5	20	25	50
5.	Purposeful Learning through Direct Based Experience	25	–	25	25	–	25	50
	Total	130	220	350	65	285	350	700

Group – D : Compulsory Optional Subjects (Any One)

Sl. No.	Subjects		Part I			Part II			Full Marks
			Internal	External	Total	Internal	External	Total	
1.	Pre-Primary Education	Theory Based	10	40	50	10	40	50	100
2.	Social Education	–Do–	10	40	50	10	40	50	100
3.	Evalution and Measurement in Primary Education	–Do–	10	40	50	10	40	50	100
4.	Art-Education	Theory-Cum-Practical Based	10	40 (Theoritical Exam.)	50	10	40 (Practical Exam.)	50	100
5.	Sangeet	–Do–	10	40 (Theoritical Exam.)	50	10	40 (Practical Exam.)	50	100
6.	Computer Application in Education	–Do–	10 (Project Work)	40 (Theoritical Exam.)	50	10 (Project Work)	40 (Practical Work)	50	100

Abstract Table of the Diploma-In-Education Course (Two Years)

Sl. No.	Groups	Part I			Part II			Full Marks
		Internal	External	Total	Internal	External	Total	
1.	Group - A	×	200	200	×	200	200	400
2.	Group - B	×	300	300	×	300	300	600
3.	Group - C	130	220	350	65	285	350	700
4.	Group - D	10	40	50	10	40	50	100
Total		140	760	900	75	825	900	**1800**

GROUP - (A)
KNOWLEDGE BASED SUBJECTS

WEST BENGAL BOARD OF PRIMARY EDUCATION

SYLLABUS OF D. ED. COURSE (2 YEARS)

PAPER — I

BASIC CONCEPTS IN EDUCATION

Full Marks — 100

Part : 50

Part II : 50

OBJECTIVES :

After completion of the syllabus learners will be able to :

1. Describe philosophical foundations of education and its different aspects.
2. Explain four factors of education giving special emphasis on teacher and learner.
3. Analyse the progressive ideas in education with special referances to Vidyasagar, Rabindranath, Vivekananda and Gandhiji.
4. Describe sociological foundations of education.
5. Understand factors of curriculum construction.
6. Identify the functions of school and their relationship with society.
7. Critically explain the contributions of Western Thinkers in education (Rousseau, Froebel and Montessori only.)

Syllabus for Part - I

Full Marks - 50

1. Philosophical Foundations of Education **20**
   - i) Defination of Philosophy
   - ii) Defination of Education
   - iii) Relation between Philosophy and Education
   - iv) Idealism, Naturalism and Pragmatism
   - v) Influence of these Schools of Philosophy on diverse issues of Education (aim, curriculm, method of teaching and discipline)

2. Factors of Education **10**
   - a) General discussion on the four factors of education (Teacher, Learner, Curriculum and School)
   - b) The Teacher - Duties and Functions
   - c) The Learner (Child) - Child centric education and its importance.

3. General introduction to 'Progressive Thoughts' in education of the following Indian Educators: 20

i) Iswar Chandra Vidyasagar

ii) Rabindranath Tagore

iii) Swami Vivekananda

iv) Mahatma Gandhi

Syllabus for Part - II

Full Marks - 50

1. Sociological Foundations of Education 15

   i) Relation between Individual and Society

   ii) Relation between Education and Society

   iii) Significance of Sociological Foundations of Education

2. A) The Curriculum 20

   a) Definition of Curriculum

   b) Traditional and Modern Curriculum

   c) Factors of Curriculum construction with partcular reference to the following :

   i) Purposes of education

   ii) Needs and abilities of the educands

   iii) Availability of resources

   B) The School

   i) Concept, as a Society in miniature

   ii) Functions of School

3. General introduction to 'progressive Thoughts' in education of the following Western Educators: 15

   i) Rousseau

   ii) Froebel

   iii) Montessori

PAPER - II

EDUCATIONAL PSYCHOLOGY AND LEARNING PROCESS

Full Marks - 100

Part I : 50

Part II : 50

OBJECTIVES:

After completions of the syllabus the learners will be able to :

1. Understand and define Educational Psychology.
2. Identify and discuss stages and types of child development.
3. Analyse, describe and illustrate basic cognitive processes in mental development.
4. Explain learning and its related factors.
5. Discuss some selected learning theories and their applications in education.
6. Understand motivation and techniques to motivate learners.

Syllabus for Part - I

Full Marks - 50

1. Meaning, Nature and Scope of Educational Psychology **15**
   - a) Definition of Psychology
     - i) as science of behaviour
     - ii) as science of cognition
     - iii) as science of affective process
     - iv) as science of psychomotor behaviour
   - b) Definition of Educational Psychology
   - c) Relation between Education and Psychology
   - d) Scope of Educational Psychology
2. Development of Child **20**
   - i) Stages of Development (Infancy, Childhood and Adolescence):
   - ii) Types of Development -
     - a) Physical
     - b) Motor
     - c) Language and Speech
     - d) Cognitive
     - e) Emotional
     - f) Social

3. Basic Cognitive Process 15

a) Sensation

b) Perception

c) Attention

Syllabus for Part - II

Full Marks - 50

1. Basic Cognitive Process 5

a) Concept formation

i) Definition of concept

ii) Steps in concept formation

iii) Development of concepts and

iv) Role of the teacher

2. Learning Process 15

a) Definition of Learning

b) Types of Learning

i) Rote learning

ii) Concept learning

iii) Problem solving learning

c) Remembering (Learning - Retention - Recall - Recognition) and Forgetting

3. Theories of Learning and their applications in classroom. 20

i) Theory of connectionism – Learning by Trial and Error (Thorndike)

ii) Learning by conditioning – Classicial conditioning (Pavlov)

– Operant conditioning (Skinner)

iii) Learning by Insight (Gestalt Theory)

iv) Elementary idea of constructivism (meaningful learning)

4. Motivation 10

i) Meaning

ii) Determinants - derives, needs, interest and anxiety

iii) Techniques to motivate learners

PAPER - III

PLANNING, MANAGEMENT, METHODOLOGY AND EVALUTION

Full Marks - 100

Part I : 50

Part II : 50

OBJECTIVES :

After completion of the syllabus students will be able to

1. Discuss different aspects of Planning and Management particularly in education.
2. Analyse importance of Parent - Teacher and Teacher-Student relationship in educational management.
3. Explain different methods of teaching (particularly Lecture, Activity Based and Project Methods).
4. Develop concepts and methodology of Measurement and Evalution.
5. Describe process and importance of Continuous and Comprehensive Evalution in Primary Education.
6. Plan 'Remedial Teaching' particularly in reading, Writing and Arithmetic.

Syllabus for Part - I

Full Marks - 50

(8 × 5) = 40

1. Planning and Management
   a) Concept of Planning and Management
      (i) Relationship between Planning and Management
   b) Organisation and Management of Primary Education
      i) Output of General Administration
      ii) Needs and functions of School Organisation
   c) Types of Schools
      i) Types of Primary Schools in West Bengal
      ii) Planning and management of Primary Schools in West Bengal
   d) Time and Resource Planning
      i) Time management - Need of time Management
      - Basics of School time table
      ii) Resource Management - Meaning and needs of Resource management in Primary Schools
   e) Management of activities in Primary Schools
      i) Curricular activities (Knowledge, Skill and Value based activities)
      ii) Different Co-curricular activities (their management and organization)

2. Methodology of Evalution 10

a) Measurement and Evalution

i) Nature, Concept and definition, Nature of evaluation

ii) Relation between Measurement and Evaluation

iii) Types of evaluation and their application in primary Education

Syllabus for Part - II

Full Marks - 50

1. **Planning and Management**

a) Discipline and classroom management **6**

b) Teacher-Student relationship **7**

i) Development of Teacher-Student relationship and its importance

c) Parents-Teacher relationship **7**

i) Development of Parent-teacher relationship and its importance

2. **Methodology and Evalution**

a) The following methods of teaching. **10**

(Description, Importance, Advantages and Limitations only)

i) Lecture Method

ii) Activity Based Method

iii) Project Method

b) Continuous Evalution in Primary education **10**

i) Concept and nature

ii) Continuous and Comprehensive Evalution (C.C.E) in Primary Education with special referance to West Bengal

c) Remedial Teaching 10

i) Concept, Types and Nature

ii) Identification of children with learning difficulties in respect of Reading, Writing and Arithmetic and their Remidial Teaching

PAPER - IV

DEVELOPMENT OF EDUCATION IN CONTEMPORARY INDIA

Full Marks - 100

Part I : 50

Part II : 50

OBJECTIVES:

After completion of the syllabus students will be able to:

1. Trace the emergence of Indian Education System during the Freedom Struggle (from 20TH Century)
2. Understand the place of Education in Indian Constitution
3. Discuss Basic Education and its different aspects
4. Analyse the roll and importance of Five Year Planning (last two only) in Primary Education.
5. Describe recommendations of Kothari Commission on Primary Education (in some selected areas)
6. Analyse and Evaluate the recommendations of Himansu Bimal Majumdar and Asoke Mitra Commission on Primary Education
7. Identify the impact of N.P.E (1986) on Primary Education
8. Discuss UEE and different areas (W. Bengal only)
9. Explain the importance of Primary Education in some selected areas (SC,ST,OBC, Women and other Economically Backward population).
10. Understand the needs of inclusive education at Primary level for specially challenged children.

Syllabus for Part - I

Full Marks - 50

1. Emergence of Indian Education System since The 'Freedom Struggle' (From 20TH Century only) **20**

a) A synoptic view of National Education Movement (1903 - 1938)

   i) Causes and development

   ii) Different phases and their characteristics

   iii) The National Council of Education and its impact on Indian Education

b) Education in the Constitution of India (Major areas only)

   i) Directive Principles

   ii) Fundamental Rights

2. Basic Education 10

   i) Development
   ii) Successive modifications
   iii) Limitations
   iv) Impact on modern Primary Education

3. Five-Year Planning and Primary Education in India 10

   (Current and immediateley preceding Plan only)

   i) Five Year Planning and Education in general
   ii) Impact of Five Year Planning on Primary Education

4. Kothari Commission 10

   Recommendations regarding Primary Education

   i) Structure
   ii) Aims and objectives
   iii) Curriculum and
   iv) Teachers' Training

Syllabus for Part - II

Full Marks - 50

1. Himansu Bimal Majumder Commission on Primary Education (1979) 8
2. Asoke Mitra Commission on Primary Education (1991 - 1992) 6
3. National Policy on Education (1986) with reference to Primary Education only 6
4. Universalisation of Elementary Education 10

   i) Concept
   ii) Need
   iii) Importance
   iv) Development and Planning (with special referance to W. Bengal)

5. Needs and importance of Primary education: 10

   For SC

   ST

   OBC

   Women

   other Economically Backward classes

6. Education of the children with special needs (Elementary Level only) 10

   i) Types of children with special needs.
   ii) Identification of Visual and hearing impairment and mild mental retardation.
   iii) Concept of inclusive education

GROUP - (B)

CONTENTS AND METHODS OF TEACHING

বিষয় জ্ঞান ও পাঠন পদ্ধতি - বাংলা (প্রথম ভাষা)

পূর্ণমান - 125

উদ্দেশ্য ঃ-

ক) প্রাথমিক স্তরের ভাষা ও সাহিত্য পাঠ পরিচালনায় দক্ষতা অর্জন করতে সহায়তা করা।

খ) সমাজের বিভিন্ন স্তরের শিশুদের ভাষা শিক্ষার সমস্যার সঙ্গে পরিচিত হওয়া এবং তার সমাধানের দক্ষতা অর্জনে সহায়তা করা।

গ) শিশু সাহিত্য সম্বন্ধে শিক্ষার্থীর জ্ঞান আরও প্রসারিত করা।

ঘ) রুচিশীল দৃষ্টিভঙ্গী ও যুক্তিসম্মত মানসিকতা গঠন সহায়তা করা।

ঙ) মাতৃভাষার বিশেষ গঠন, ব্যাকরণের মূলরীতি ও বাগবিধির সঙ্গে ক্রমান্বয়ে পরিচয় করানো।

Part - I

পূর্ণমান - 60

(বিষয় = 20, পদ্ধতি = 40)

বিষয় = 20

পাঠ্যসূচী ঃ- প্রথম থেকে তৃতীয় শ্রেণীরপ্রচলিত বাংলা সাহিত্যের পাঠ্যসূচী এবং মাধ্যমিক স্তরের পাঠ্যসূচীর নিম্নলিখিত বিষয়গুলির বিশদ ও পর্যাপ্ত জ্ঞান -

1. পদ্য **(6)**

কাণ্ডারি হুঁশিয়ার - কাজী নজরুল ইসলাম

ছেলের দল - সত্যেন্দ্রনাথ দত্ত

নোট বুক - সুকুমার রায়

2. গদ্য **(6)**

পোস্টমাস্টার - রবীন্দ্রনাথ ঠাকুর

দুধের দাম - বনফুল

3. ব্যাকারণ **(8)**

ক) ভাষার এবং উপভাষার সংজ্ঞা - উভয়ের সম্পর্ক

খ) উপভাষার দুটি রূপ - কথ্য ও লেখ্য

কথ্য উপভাষার পাঁচটি রূপ - রাঢ়ী, বঙ্গালী, কামরূপী, বরেন্দ্রী ও ঝাড়খণ্ডী

লেখ্য উপভাষার দুটি রূপ - পদ্য ও গদ্য

গদ্য উপভাষার দুটি রূপ - সাধু ও চলিত

প্রাথমিক স্তরে বাংলা শিক্ষার ক্ষেত্রে আঞ্চলিক ভাষা এবং মান্য চলিত বাংলা ভাষার পার্থক্যজনিত সমস্যা ও তার সমাধান-প্রয়াস।

গ) পদ পরিচয় - কার্যগত (Functional) ও অন্বয়গত (syntactic)

ঘ) সমাস

Part - I

পদ্ধতি = 40

1. প্রাথমিকস্তরে মাতৃভাষা শিক্ষার লক্ষ্য, উদ্দেশ্য ও প্রয়োজনীয়তা। **(6)**

2. ভাষা শিক্ষার বিভিন্ন স্তর ঃ **(12)**

   ক) শোনা - প্রাথমিক শিক্ষায় শোনার গুরুত্ব

   খ) বলা - আদর্শ কথন

   গ) নির্ভুল বর্ণ ও শব্দ উচ্চারণের অভ্যাস গঠন - পদ্ধতি (কথোপকথন, ছড়া ও কবিতা আবৃত্তি, গল্প বলা ও গদ্যাংশ পাঠ)

   ঘ) পড়া - আদর্শ পঠনের বৈশিষ্ট্য

   সরব ও নীরব পাঠের প্রয়োজনীয়তা

   সরব ও নীরব পাঠের অভ্যাস গঠন পদ্ধতি

   ঙ) লেখা - আদর্শ লিখনের অভ্যাস গড়ে তোলার পদ্ধতি

   চ) অনুলিখন, শ্রুতিলিখন

   ছ) বলা, পড়া ও লেখার ক্ষেত্রে যতি চিহ্নের যথাযথ ব্যবহার রীতি।

3. মাতৃভাষা শিক্ষাদানের কয়েকটি পদ্ধতি **(6)**

   ক) বর্ণানুক্রমিক

   খ) শব্দানুক্রমিক

   গ) বাক্যানুক্রমিক

   ঘ) ছড়া, গল্প বলা ও অভিনয়, আরোহী পদ্ধতি

4. ক) ভাষা শিক্ষার সহায়ক উপকরণের গুরুত্ব **(8)**

   খ) দর্শন ও শ্রুতিনির্ভর উপকরণ সমূহের শ্রেণিকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি - চার্ট, মডেল, ব্ল্যাকবোর্ড, পকেটবোর্ড, অডিও/ভিডিও ক্যাসেট/সিডি

5. অনুপাঠনের ধারণা ও পাঠ পরিকল্পনা - (প্রথম শ্রেণি থেকে পঞ্চম শ্রেণি) **(8)**
   (Macro-Teaching)

Part - II

বাংলা

পূর্ণমান - 65

(বিষয় 20, পদ্ধতি 45)

বিষয় = 20

পাঠ্যসূচী ঃ- চতুর্থ ও পঞ্চম শ্রেণির প্রচলিত বাংলা সাহিত্যের পাঠ্যসূচী এবং মাধ্যমিক স্তরের পাঠ্যসূচীর নিম্নলিখিত বিষয়গুলির বিশদ ও পর্যাপ্ত জ্ঞান -

1. পদ্য **(4)**

ভারততীর্থ - রবীন্দ্রনাথ ঠাকুর

দেশ - জসীমউদ্দিন

2. গদ্য **(4)**

অভাগীর স্বর্গ - শরৎচন্দ্র চট্টোপাধ্যায়

প্রাচীন ভারতে বিজ্ঞান চর্চা - সত্যেন্দ্রনাথ বসু

খাজাঞ্চিবাবু - তারাশঙ্কর বন্দোপাধ্যায়

অযান্ত্রিক - সুবোধ ঘোষ

3. আধুনিক বাংলা সাহিত্যের ইতিহাসের সংক্ষিপ্ত রূপরেখা **(4)**

4. কবি ও লেখক পরিচিতি - (প্রথম শ্রেণি থেকে পঞ্চম শ্রেণির পাঠ্যসূচি অনুযায়ী) **(4)**

5. ব্যাকরণ **(4)**

প্রবাদপ্রবচন, সমোচ্চারিত ভিন্নার্থক শব্দ, বিপরীতার্থক শব্দ, সমার্থক শব্দ, বিভিন্ন ধরণের বাক্যগঠন পদ্ধতি (অর্থগত ও গঠনগত)

Part - II

পদ্ধতি = 45

1. ব্যাকারণ শিক্ষার প্রয়োজনীয়তা (4)
2. প্রতিবেদন রচনা, অনুচ্ছেদ রচনা, পত্ররচনা শিখন পদ্ধতি (6)
3. মাতৃভাষা শিক্ষাদানের কয়েকটি পদ্ধতি - কথোপকথন, আলোচনা, অনুবন্ধ ও প্রকল্প পদ্ধতি (8)
4. উচ্চারণ ও বানান সমস্যা এবং তার প্রতিকার ও পদ্ধতি সমূহ - (পশ্চিমবঙ্গ বাংলা আকাদেমি প্রণীত 'বাংলা বানানবিধি'-র অনুসরণে) (6)
5. সামর্থ্যভিত্তিক একক বিশ্লেষণের মাধ্যমে পাঠ-পরিকল্পনা (6)
6. নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন ; পাঠের একক বিশ্লেষণ ও অভীক্ষাপত্র প্রস্তুতিকরণ (পঞ্চম শ্রেণি) (8)
7. সামর্থ্যের ভিত্তিতে পাঠটীকা ও পাঠ-পরিকল্পনা প্রস্তুতিকরণ (Macro-Teaching) (প্রথম থেকে পঞ্চম শ্রেণি) (7)

दक्षता-सम्बन्धियत विषय (Skill-Based Subjects)

मातृभाषा पाठयांश एवं शिक्षण पद्धति (हिन्दी)

(Contents and Method of Teaching Mother Language - Hindi)

उद्देश्य

१. प्राथमिक स्तर पर भाषा और साहित्य संचालन की योग्यता उत्पत्ति में सहायता करना।

२. विभिन्न स्तर से आने वाली बच्चों की भाषा सीखने से सम्बन्धित समस्या-परिचिति एवं उन समस्याओं का समाधान

३. प्रशिक्षणार्थियों के अन्तर्गत बाल-सहित्य सम्बन्धी ज्ञान का विस्तारण।

4. भाषा-शिक्षण के प्रति आनन्दप्रद भाव एवं प्रतियोगितात्मक मानसिक विकास में सहायक होना।

5. मातृ-भाषा के प्रमुख लक्षण व्याकरण के प्रमुख सिद्धान्त मुहावरों एवं लोकोक्ति यों से परिचित।

पाठयक्रम

1. हिन्दी-भाषा शिक्षण-प्रस्तुतीकरण-हिन्दी भाषा सीखने की आवश्यकता एवं उददेश्य।

2. कक्षा - १ से लेकर कक्षा - ५ तक प्रचलित पाठयक्रम का विस्तृत एवं पर्याप्त ज्ञानार्जन।

3. प्राथमिक स्तर पर हिन्दी-भाषा शिक्षण सम्बन्धित वैषयिक विशेषता एवं अध्ययन सम्बन्धित सामग्री का ज्ञानार्जन।

4. विभिन्न प्रकार की ध्यनियों का श्रवण - धनि सम्बन्धित लाक्षणिक अनुकरण-विभिन्न प्रकार की ध्वनियों का अनुकरण।

5. कथन-हिन्दी भाषा में वार्तालाप, समुचित वार्तालाप का अभ्यास।

निर्माण - वार्तालाप, कविता, कहानीकथन, पद्य, अभिव्यंजन एबं अनुभव युक्त व्याख्या।

– हिन्दी –
भाग – एक

भाग – 1	= 60
भाग – 2	= 65
योग	125

Content 20 **(Content 20 + Method 40) = 60**

1. <u>पद्य</u> :–

पुष्प की अभिलाषा – माखन लाल चतुर्वेदी **6**

अनमोल वचन – कबीर दास

भूल गया है क्यों इन्सान – डा० हरिवंश राय बच्चन

2. <u>गद्य</u> :–

जब मैं पढ़ता था – मोहन दास कर्म चन्द गाँधी **6**

ईदगाह – प्रेमचन्द

3. <u>व्याकरण</u> :–

(1) ● भाषा – परिभाषा। **8**

● उपभाषा – परिभाषा एवं उनमें सम्वन्ध।

(2) ● उपभाषा के दो रूप – कथित एवं लिखित।

● कथित उपभाषा के पाँच रुप – अवधी, ब्रज, भोजपुरी, खड़ी बोली, मैथिली।

● गद्य उप भाषा के दो रूप – प्रामाणिक एवं आंचलिक।

● प्राथमिक स्तर पर आंचलिक भाषा एवं प्रमाणिक हिन्दी भाषा में भेद सम्बन्धित समस्याये एवं उनके समाधान का प्रयास।

पद परिचय – ● विकारी।

समास – ● अविकारी।

भाग - एक

Method - 40

- प्राथमिक स्तर पर मातृभाषा शिक्षण के उददेश्य एवं प्रयोजनीयता। 6
- भाषा शिक्षण के विभिन्न स्तर :- 12
  - सुनना - प्राथमिक शिक्षण में सुनने का महत्व।
  - लिखना - ● आदर्श कथन।
    - भूल रहित वर्णों एवं शब्दों के उच्चारण का अभ्यास गठन एवं पद्धति (कथोपकथन, कविता पाठ, कहानी-कथन, एवं गद्यांश पाठ)।
  - पढ़ना - ● आदर्श पठन की विशेषता।
    - उच्चारित एवं शान्त पठन की प्रयोजनीयता।
    - उच्चारित एवं शान्त पठन की पद्धति।
  - लिखना - ● आदर्श लेखन के अभ्यास गठन की पद्धति।
    - सूक्ष्म लेखन, श्रुत लेखन।
    - बोलने, पढ़ने, एवं लिखने के क्षेत्र मे विराम। चिन्ह के उचित प्रयोग की रीति।
- मातृभाषा शिक्षण की कुछ विधयाँ :- 6
  - वर्णों के अनुसार।
  - शव्दों के अनुसार।
  - वाक्यों के अनुसार।
  - कविता कहानी कथन, अभिनय एवं आरोही पद्धति।
- भाषा शिक्षण में सहायक उपकरणों का महत्व :- 8
- दर्शन एवं श्रवण पर आधारित उपकरणों का श्रेणी कक्ष में व्यवहार एवं प्रयोग की पद्धति - चार्ट, माडल, श्यामपट्ट, पाकेटवोर्ड, आडियो, वीडियो, कैसेट, सीडी।
- सूश्म शिक्षण की धारणा एवं पाठ परिकल्पना (प्रथम श्रेणी से पंचम श्रेणी तक) 8

- हिन्दी -

भाग - दो

<u>Content 20</u> <u>(Content 20 + Method 45) = 65</u>

पद्य :- 4

- एक बूँद - अयोध्या सिंह उपाध्याय हरिऔध।
- कदम्ब का पेड़ - सुभद्रा कुमारी चौहान। 4

गद्य :-

- हार की जीत - श्री सुदर्शन।
- एकाग्रता - महावीर प्रसाद द्विवेदी।
- कवीर दास - संकलन।
- राष्ट्रीय मुण्डा - संकलन।
- आधुनिक हिन्दी साहित्य के विकास की रूपरेखा। 4
- कवि एवं लेखक परिचय (प्रथम श्रेणी से पंचमश्रेणी तक) 4

व्याकरण :-

मुहावरे, समोच्चरित शब्द, विपरीतार्थक शब्द, पययिवाची शब्द, समानार्थक शब्द, एवं विभिन्न प्रकार के वाक्य गठन की पद्धति (सार्थक एवं रचनात्मक)। 4

Method - 45

- व्याकरण शिक्षा की प्रयोजनीयता। 4
- प्रतिवेदन, अनुच्छेद रचना, पत्र-लेखन सीखने की पद्धति। 6
- मातृभाषा शिक्षण की कुछ पद्धतियाँ - कथोपकथन, आलोचना, अनुवन्ध एवं प्रकल्प पद्धति। 8
- उच्चारण एवं वर्तनी समस्या एवं उनके निवारण की पद्धतियाँ 6
- सामर्थ्य पर आधारित इकाई विश्लेषण माध्यम से पाठ परिकल्पना। 6
- सतत एवं सामग्रिक मूल्यांकन, इकाई पाठ विश्लेषण सम्बन्धित प्रश्न पत्र प्रस्तुतीकरण। 8
- सामर्थ्य पर आधारित प्रयुक्त पाठ योजना एवं पाठ परिकल्पना प्रस्तुतीकरण (Macro-Teaching) 7

URDU

AIMS AND OBJECTIVES

The New Syllabus for the contents and methods of Teaching Urdu has been prepared in such a way as to enable the Trainees to become completely skilful Primary Teachers of Urdu, with sufficient knowledge of the Langusge, its intricacies and characteristic of Child Literature, besides developed ability to solve the problem involved in teaching and learning it at the Primary level.

اردو

اغراض و مقاصد

زیر تربیت اساتذہ اور طلباء کے لئے اردو کا نیا نصاب اس طرح ترتیب دیا گیا ہے کہ وہ اس کی مدد سے اردو زبان اور اس کی نزاکتوں، قواعد اور بچوں کے ادب کی خصوصیات سے کما حقہٗ واقفیت کے ساتھ پورے طور پر مہارت یافتہ اردو کے پرائمری ٹیچر بن سکیں اور درس و تدریس کے دوران پیش آنے والے مسائل کے حل کی صلاحیت پیدا کر سکیں۔

CONTENT AND METHOD OF TEACHING - URDU (FIRST LANGUAGE)

FULL MARKS - 125

PART - I (MARKS - 60)

اردو حصہ اول (۶۰ نمبر)

مواد: — ۲۰ نمبر

Content = 20 Marks

Sl. No.			Marks
		Poetry	
1.	•	Khizr Ka Kaam - (Hamidullah Afsar)	6
2.	•	Hathon Ka Tarana - (Ali Sardar Jafri)	
3.	•	Raat Aur Rail - (Majaz Lucknowi)	
		Prose -	6
1.	•	Ifa-e-Wada - (Munshi Prem Chand)	
2.	•	Rabindra Nath Tagore - (Maulavi Abdul Haque)	
		Grammar -	8
1.	•	Zaban Ka Ta-a-rruf	
	•	Urdu Zaban Ki Taalim Ki Zarurat Aur Maqasid	
2.	•	Zabaan Ki Do Shaklein - Taqriri Aur Tahriri	
	•	Urdu Zabaan Par Deccen. Delhi, Lucknow Aur Punjab Ke Asraat	
	•	Tahrere Zabaan Ki do Shaklein - Nazm Aur Nasr	
	•	Nasri Zabaan Ki do shaklein - Aam Zabaan Aur Adabi Zaban	
	•	Urdu Zaban Par Maqani Zaban Ki Asaraat Se Paida Hone Waale Maseail Aur Unke Hal	
3.	•	Taykeeb-e-Sarif Aur Taskeeb-e-Nahwi	
4.	•	Moradefaat, Tazadaat, Mukhtalelful Maani Hum-Aawaz alfaz, Mohawarrat-O-Zar-ful-amsaal Aur Morakkabat	

نمبر شمار

حصہ نظم (۶ن/۶پ)

۱ • خضر کا کام —— (حامد اللہ افسر)

۲ • ہاتھوں کا ترانہ —— (علی سردار جعفری)

۳ • رات اور ریل —— (مجاز لکھنوی)

حصہ نثر (۶ن/۶پ)

۱ • ایفائے وعدہ —— (منشی پریم چند)

۲ • رابندر ناتھ ٹیگور —— (مولوی عبدالحق)

حصہ قواعد (۸ن/۸پ)

۱ • زبان کا تعارف

• اردو زبان کی تعلیم کی ضرورت اور مقاصد

۲ • زبان کی دو شکلیں —— تقریری اور تحریری

• اردو زبان پر دکن، دہلی، لکھنؤ اور پنجاب کے اثرات

• تحریری زبان کی دو شکلیں —— نظم اور نثر

• نثری زبان کی دو شکلیں —— عام زبان اور ادبی زبان

• اردو زبان پر مقامی زبان کے اثرات سے پیدا ہونے والے مسائل اور ان کے حل۔

۳ • ترکیب صرفی اور ترکیب نحوی

۴ • مرادفات، تضادات، مختلف المعنی ہم آواز الفاظ، محاورات و ضرب الامثال اور مرکبات۔

ن — نمبر
پ — پیریڈ

کل نمبر: — ۲۰
کل پیریڈ: — ۲۰

PART - I (MARKS - 40)

PART - I (2)

Method = 40 Marks

Sl. No.		Marks
1.	• Primary Satah Par Maadri Zabaan Ki Zaroorat Aur Gharaz-O-Ghayat	6
2.	• Zabaan Ki Taaleem ke Mukhtalif Madaarij: • Sunna - Ibtadaai Taaleem mein Sunne Ki Ahmiyat • Bolna - • Meyaari Guftagu • Sahih Imla Aur Durust, Talaf-fuz Ki Aadat Daalna (TAPIQA - Baat-cheet, Nazm Khawaani, Aur Nasri Ibaaratein Parh Kar Sunana) • Parhna - • Meyaari Parhai Ki Khasusiat • Buland Khwani Aur Khamosh Khani Ki Zarurat • Likhna - • Meyaari Likhai Ki Aadat Dalne Kr Tarriqe • Khushkhat Likhna, Imla Likhna • Bolne, Parhneaur Likhne Ke Marhale mein Ramooj Auqaf Istamal Karne Ke Tareeqe	12
3.	• Madri Zaban Ki Taaleem Ke Chand Tareeqe: • Tareeq-e-Tehajje • Tareeq-us-Saut • Lafz Wari Tareeqa • Jumla Wari Tareeqa • MukhtasarNazmon, Kisse Kahanion Aur Adakari Waghairah Ke Zaria Taaleem Dene Ke Tareeqe	6
4.	• Zabaan Ki Taaleem Ke Ma'awin Lawazim Ki Ahmiyet • Dekhney Aur Suuey Waley Lawazim Ke Istemal Kay Tareeqay (Chart, Model, Black-Board, Pocket-Board, Audio/Video/CD)	8
5.	• Micro-Teaching and its concept and Lesson Plan (From Class I to Class V)	8

طریقہ تدریس : ۴۰ نمبر — حصہ اول (صفحہ ۲)

نمبر شمار

۱ • پرائمری سطح پر مادری زبان کی تعلیم کی ضرورت اور غرض وغایت (۶ن/۶پ)

۲ • زبان کی تعلیم کے مختلف مدارج: (۱۲ن/۱۲پ)
• سننا — ابتدائی تعلیم میں سننے کی اہمیت
• بولنا — • معیاری گفتگو
• صحیح املا اور درست تلفظ کی عادت ڈالنا (طریقہ — بات چیت، نظم خوانی، قصہ خوانی اور نثری عبارتیں پڑھ کر سنانا)
• پڑھنا — • معیاری پڑھائی کی خصوصیات
• بلند خوانی اور خاموش خوانی کی ضرورت
• لکھنا — • معیاری لکھائی کی عادت ڈالنے کے طریقے
• خوشخط لکھنا، املا لکھنا
• بولنے، پڑھنے اور لکھنے کے مرحلے میں رموز اوقاف استعمال کرنے کے طریقے

۳ • مادری زبان کی تعلیم کے چند طریقے: (۶ن/۶پ)
• طریقہ تہجی
• طریقہ الصوت
• لفظ واری طریقہ
• جملہ واری طریقہ
• مختصر نظموں، قصے کہانیوں اور اداکاری وغیرہ کے ذریعے تعلیم دینے کے طریقے

۴ • زبان کی تعلیم کے معاون لوازم کی اہمیت: (۸ن/۸پ)
• دیکھنے اور سننے والے لوازم کے استعمال کے طریقے (چارٹ، ماڈل، بلیک بورڈ، پاکٹ بورڈ، آڈیو/ویڈیو/سی ڈی)

۵ • مائکرو ٹیچنگ کا تصور اور درسی منصوبہ بندی (پہلی جماعت سے پانچویں جماعت تک) (۸ن/۸پ)

ن — نمبر
پ — پیریڈ

کل نمبر : ۴۰ — کل پیریڈ : ۴۰

PART - II (MARKS - 65)

URDU

Content = 20 Marks

Sl. No.		
	SELECTION OF POETRY -	3
1.	• Bint-e-Himalah (By Pervez Shahidi)	
2.	• Badli Ka Chand (By Josh Malihabadi)	
	SELECTION OF PROSE -	11
1.	• Aqlmand Aurat (By Sohali Azimabadi)	
2.	• Adab Kise Kahte Hain (By Athar Pervez)	
3.	• Zara Ek Minute (by Ibrahim Jalees)	
4.	• Akhbar Ka Dafter (By Parkash Pundit)	
5.	• Jadeed Urdu Adab Ki Mukhtasar Tareekh	
6.	• Aham Sho-a-ra-o-Musanafeen Ka Ta-ar-ruf (Pahli Se Panch-Win-Jama-at Tak Ke Nisaab Ke Mutabq)	
	GRAMMAR -	6
1.	• Zarb-ul-Amsaal, Ham-a-waz Mukhtal-ful-Ma-a-ni Alfaz, Motazad Alfaz, Ham-Maani Alfaz________Mukhtalif Aqsaan Ke Jumlon mein Istamal.	

اردو حصہ دوم (۶۵ نمبر)

مواد : ۔۔۔ ۲۰ نمبر

نمبر شمار	حصہ نظم	(۲ن/۳پ)
۱	• بنتِ ہمالہ ۔۔۔ (پرویز شاہدی)	•
۲	• بدلی کا چاند ۔۔۔ (جوش ملیح آبادی)	•
	حصہ نثر	(۱۲ن/۱۱پ)
۱	• عقلمند عورت ۔۔۔ (سہیل عظیم آبادی)	•
۲	• ادب کسے کہتے ہیں ۔۔۔ (اطہر پرویز)	•
۳	• ذرا ایک منٹ ۔۔۔ (ابراہیم جلیس)	•
۴	• اخبار کا دفتر ۔۔۔ (پرکاش پنڈت)	•
۵	• جدید اردو ادب کی مختصر تاریخ	•
۶	• اہم شعراء اور مصنفین کا تعارف (پہلی سے پانچویں جماعت تک کے نصاب کے مطابق)	•
	حصہ قواعد	(۶ن/۶پ)
۱	• ضرب الامثال، ہم آواز مختلف المعنی الفاظ، متضاد الفاظ، ہم معنی الفاظ ۔۔۔ مختلف اقسام کے جملوں میں استعمال	•

ن ۔۔۔ نمبر

پ ۔۔۔ پیریڈ

کل نمبر : ۔۔ ۲۰

پیریڈ : ۔۔ ۲۰

PART - II (MARKS - 65)

URDU

Method = 45 Marks

طریقۂ تدریس: ۴۵ نمبر — حصہ دوم (صفحہ-۲)

Sl. No.	45(Items 1 to 7)
1.	• Qawaid Ki Taleem Ki Zarurat
2.	• Arzi Nawesi, Mazmoon Nawesi Aur Khatoot Nawesi Ke Tareeqey
3.	• Madri Zuban Ki Taleem Ke Chand Tareeqey Guftagu, Baland Khwani, Bahs-O-Mobahisa Mazmoon Nawesi Aur Digar Moawin Nisabi Sargarmian
4.	• Talffuz Aur Imla Ke Masail Aur Use Nimatne Ke Tareeqey
5.	• Matlubah Salahiyaton Par Mabni Ekayion Ke Tadreesi Mansoobey
6.	• Ta-ai-ub-e-Qadr Ke Mokhtalif Tareeqey
7.	• Matlubah Salahiyaton Ki Buniyad Par Mokammal Tadreesi Mansoobey (Macro Teaching)

(۴۵ نمبر / ۴۵ پیریڈ)

۱ • قواعد کی تعلیم کی ضرورت

۲ • عرضی نویسی، مضمون نویسی اور خطوط نویسی کے طریقے

۳ • مادری زبان کی تعلیم کے چند طریقے — گفتگو، بلند خوانی، بحث و مباحثہ، مضمون نویسی اور دیگر معاون نصابی سرگرمیاں

۴ • تلفظ اور املا کے مسائل اور ان سے نمٹنے کے طریقے

۵ • مطلوبہ صلاحیتوں پر مبنی اکائیوں کے تدریسی منصوبے

۶ • تعینِ قدر کے مختلف طریقے

۷ • مطلوبہ صلاحیتوں کی بنیاد پر مکمل تدریسی منصوبے (میکرو ٹیچنگ MACRO-TEACHING)

کل نمبر: — ۴۵ نمبر
پیریڈ: — ۴۵

۰ — نمبر
۴۵ — پیریڈ

मातृभाषा शिक्षण

(नेपाली)

Full marks - 125

विषय ज्ञान अनि पाठ पद्धति (नेपाली) उद्देश्यह।

क) प्राथमिक स्तरमा भाषा अनि साहित्यको पाठ परिचालनको दक्षता अर्जन गर्नमा सहायता पु-याउनु।

ख) समाजका विभिन्न स्तरका भाषा शिक्षणका समस्याहर, संग परिचित गराउनु अनि समाधान गने दक्षता अर्जन गर्नमा सहायता पु-याउनु।

ग) बाल्य साहित्य सम्बन्धि ज्ञान प्रसारित गराउनु।

घ) रुचिसंगत दृष्टिकोन र युक्ति संगत मानसिकता गठनमा शिक्ष्यलाई सहायता गराउनु।

ङ) विशिष्ठ मातृभाषाकी गठन, ब्याकरणकी मूल नीति अनि वाकज्ञाक्ति संग परिचय गराउनु।

नेपाली
Part - I
Marks - 60

Part I = 60
Part II = 65
Total = 125

Content = 20 **(Content 20 + Method 40) = 60**

1. <u>पद्य</u> :- 6

घड़ी - दा॰ पारसमणि प्रद्यान

इन्देणी - नर वहादुर, वाहान्न

सषेको म छात्र - तुलसी वहादुर छेत्री

2. <u>गद्य</u> :- 6

हाम्रा चाड़पर्दहरु

नेपाली भाषाका कुरा

3. <u>व्याकरण</u> :- 8

(1) • भाषाको परिभाषा।
- भाषाको रुपहरु।

(2) • भाषाको दइव्य रूप : कथ्य र लेख्य।
- कथ्य भाषाको विभिन्न रूपहरु
- लेख्य भाषाको दुइरुप : पद्य र गद्य
- गद्य भाषाको रूप : बोलचालको भाषा र साहित्यिक भाषा
- प्राथमिक स्तंरमा नेपाली भाषा शिक्षण क्षेत्रमा आञ्चलिक र लिखित भाषा माह्को पार्थक्य र व्यसको समाधानको प्रयास।

पद-परिचय - क्रियान्वित (**Function**)।
वाक्य विन्यास (**Syntactic**)

समास

Method = 40

- प्राथमिक स्तरमा मातृभाषा शिक्षणको लदप, उद्देश्य अनि प्रयोजनियता। 6
- भाषा शिक्षणको विभिन्न स्तर 10
  - सुन्नु – प्राथमिक शिक्षामा सुनाई (श्रवन) का महत्य
  - बोलनु – आदर्श कथन
    - भूल नगरी बर्ण र उच्चारणतो अभ्यास गठन
    - पद्दति (कथोपकथन, बातचीत, कविता, आबृति, कपा अथु र गद्यांश पाठ)
  - पठनु – आदर्श पठनको विशेषता,
    - सस्वर अनि मौन पठनकी प्रयोजनियता
    - स–स्वर अनि मौन पठनकी अभ्यास गठन पद्दति
  - लेखनु – आदर्श लेखनकी अभ्यास गठन (हेरेर लेखनु र सुनेर लेखनु)

    भन्रे, पठ्ने अनि लेखने क्षेत्रमा चिन्ह प्रयोराको ब्यवहार।
- मातृभाषा शिक्षण इनका विभिन्न पद्धतिहरु 6
  - बर्णक्रमिक
  - शब्द क्रमिक
  - वाक्य क्रमिक
  - बालगीत, कपा अथु अनि अभिनय, आरोही पद्धति
- भाषा शिक्षादानमा सहायक उपकरणहरुको महत्य 6
- दृश्य–श्रब्य उपकरणहरुको श्रणीका ब्यवहार अनि प्रयोग पद्धति – चार्ट, मोडल, इपामपट, पाकेट वोर्ड, अडियो–भिडियो क्यासेट/सिडी।

आनुशिक्षण धारणा आनि पाठ योजना 12
(प्रथमदेरिप पाँचौ श्रेणीसम्मका पाठण–पुस्तकमा आध्यारित)

Part - II (Marks — 65)

नेपाली

Content = 20 Content 20 + Method 45 = 65

<u>पद्य</u> :- 4

गरीब – लदभी प्रसाद देपकोटा

भीठोदोली – बाबुलाल प्रधान

<u>गद्य</u> :- 4

भारतको झण्डा

मदर टेरेसा

समचकी महत्य

कम्युटरको चमत्कार

आधुनिक नेपाली साधियको इतिहास 4

कवि–लेखक परिचय (प्रथमदेखि पाँचौ श्रेणी सम्मकापाठय पुस्तकमा आधारित) 4

<u>व्याकरण</u> :- 4

सम्मोचारित शब्द, भिन्नार्थक शब्द, विपरितार्थक शब्द, समानार्थक शब्द, बिभिन्न प्रकारका वाक्य गठन पद्धति (वाक्य भेद – सरल, मिश्र र संयुक्त वाक्यहरन)

<u>Method = 45</u>

(1) ब्याकरण शिक्षणको प्रयोजनियता 4

(2) प्रतिवेदन रचना, अनुच्छेद रचना, पत्र रचना 6

(3) मातृभाषा शिक्षादानका केही पद्दतिहरु (कथोपकथन, आलोचना, आनुबन्ध आनि प्रकल्प पद्दति) 8

(4) उच्चारण र हिज्जेको समस्या आनि व्यसका समाधानका पद्धतिहरु (नेपाली ब्याकरणमा आधारीत शब्द श्यद्धिहरू) 6

(5) सामर्थ्य (दक्षता) आधारित एकाई विश्लेषणको आधारमा पाठ योजना 6

(6) आनवरन आनि सम्पूर्ण मूल्यायन; पाठ एकाई विश्लेषण प्रश्न पत्र प्रस्तुतिकरण 8

(7) सामर्थ्य (दक्षता) आधारित बृहत पाठ योजना आनि पाठ परिकल्पना प्रस्तुतिकरण (Macro-Teaching) 7

CONTENTS AND METHODS OF TEACHING ENGLISH

(SECOND LANGUAGE)

Full Marks - 125

Objectives :

1. To get acquainted with the Contents in the English Syllabus at the primary level.
2. To help understanding the rationale of the Contents to be selected for learning English by the beginners.
3. To help development of competancy in teaching English as secound language to the primary students.
4. To get acquainted with various methods of teaching English for the primary students.
5. To acquire knowledge and skills necessary for preparing and using both macro and micro lessons in English.
6. To acquire competancy in developing and using T.L.M. in English teaching.
7. To acquire essential communicative skills in English and competancy to develop the skills among the learners.

Part - I

Full Marks - 60

(Contents - 30 & Methods - 30)

CONTENTS - 30

SYLLABUS

8 (Item No. 1 to 3)

1. Common instructions to the learners
2. Listening and speaking
3. Elements of Phonetics
   a. General concept of Vowels and Consonents
   b. Diphthongs with a few examples

7 (Item No. 4 &5)

4. Rules of Spelling
5. General Parameters of Graphology

15 (Item No.6, & 6.a. to 6.c.)

6. Elaborate and sufficient knowledge of the curriculum from Class I to Class V.
   a. Functional use of the following through text (Up to Class V):
   (i) Articles, Parts of Speech, Tenses, Genders, Numbers and Punctuations.
   b. Learning English numerials and action verbs through pictures of objects and rhymes.

METHODS - 30

10 (Item No.1 to 3)

1. Objectives of teaching English as second language at Primary Level.
2. Present approach of teaching English as second language.
3. Acquisition of Four Skills: Listening, Speaking, Reading and Writing.

8 (Item No. 4 to 6)

4. Methods of teaching Second Language
   a. Grammer Translation method
   b. Direct method
   c. Communicative Language Teaching
   d. Activity Based Method
5. Innovative Teaching Practices
6. Use of T.L.M. and Realia

12 (Item No. 7 & 8)

7. Evaluation of Learning English
8. Micro Lesson Notes (Class I to V)

N.B. Text Books to be utilised in classroom teaching (Micro)

Part - II

Full Marks - 65

(Contents - 30 & Methods - 35)

CONTENTS - 30

SYLLABUS

5

1. Elementary Phonetics
   Drilling in minimal pairs

25

2. Comprehension, rewriting, grammer and different approaches to teaching for the following topics from the Text books (VI to VIII) prescribed by the WBBSE.
   a. Robert Bruce: Class VI
   b. A Tale about Tails (Part - I): Class VII and The Kitten at Play (Poem): Class VII
   c. i) The Great Teacher (Prose): Class VIII ii) The Voice of Love (Prose): Class VIII iii) Leasure (Poem): Class VIII

METHODS - 35

Section - I **10 (Item No. 1 and 2)**

1. Role of home as the ideal language class room (concept only)
2. Methods of teaching English
   - a. Structural Approach Methods
   - b. Ecliptic Method
   - c. Task based Language Teaching
   - d. Co-operative Language Teaching

7 (Item No. 3 & 4)

3. Idea of Scaffolding

Extension of learning English through art and craft, Physical education, assembly, prayer, general health and hygine.

Section - I I

10

4. i. Relevant portion of the Reports of Kothari Commission, Himangshu Bimal Majumder Committee and Asok Mitra Committee on English Language Teaching and Learning.

   ii. Pabitra Sarkar Committee's Report (Chapter VII only)

N.B. Text Books to be utilised in classroom teaching (Macro Teaching)

CONTENSTS AND METHODS OF TEACHING MATHEMATICS

FULL MARKS - 125

OBJECTIVES :

1. To develop the skills of teaching Mathemetics
2. Acquainting the teachers with the history of teaching Mathematics
3. Enabling them to formulate the objectives of Mathematics
4. Enabling them to develop curriculum of Arithematic at Primary level
5. Enabling them to select / collect / devise and use appropiate TLM
6. Enabling them to use appropiate teaching method(s) effectively
7. Enabling them to prepare and use unit tests and achivement tests
8. To develop the skills lesson planning - (micro & macro)
9. To develop the skills of continuous, comprehensive and diagnostic evaluation and remedial teaching and ability to identify talents for nurturing.

PART - I

FULL MARKS - 60

CONTENTS - 20

Knowledge of the contents of Arithematic meant for Classes I, II and III and the following concepts of Mathematics Syllabus of Madhyamik level (WBBSE)

Four simple rules, L.C.M., H.C.F., Fraction, Decimal Fractions, Metric Measures, Square roots, Unitary Methods, Percentage, Simple Interest, and Time and work.

Methods - 40

5

1. History of teaching Mathematics at Primary level, Place of Mathematics in the Primary Curriculum from the Stand point of Practical, intellectual and moral values.

5

2. Objectives of teaching Mathematics at Primary level in terms of competencies / learning out comes, development of interest and appreciation.

8

3. Construction of Mathematics Curriculum at Primary level - Principles of selection of content, the description of the selected content, the Principles of organization of content in each of the Classes (I to V) and organization of each of the topic over different Classes.

   Rules of organization : simple to complex, concrete to abstract. Criteria of good Mathematics Text books for Primary Classes.

6

4. The common teaching learning materials (TLM) used in teaching and learning of Mathematics -audio, visual and audio-visual. Use of environment in teaching and learning of Mathematics, Principles of selection and effective use of TLM. Analyzing the units in Mathematics in each class and prepairing TLM for each unit:- with Their uses.

10

5. Methods and techniques of teaching Mathematics at Primary level: Inductive and Deductive method, Analysis and Synthesis method, Activity based method and Mathematics games; techniques of introducing natural numbers and four fundemental processes.

6

6. Lesson Planning and preperation of Lession Notes on the basis of Competencies (Micro Lesson Plans).

PART - II

FULL MARKS - 65

CONTENTS - 20

20

1. Knowledge of the existing Syllabus of the Mathematics for Classes IV and V and the following concepts of Mathematics Syllabus of Madhyamik level (WBBSE)
   a) Arithmetic - Ratio and Proportion. Profit and Loss.
   b) Geometry - Different types of angles, triangles, quadrilaterals, their characteristics. circle - its different parts and their relationship.
   c) Mensuration - Area of Rectangles, Square, Circle, Volume of Cubes, Cylinder and Rectangle Parallelopiped.

Methods - 45

10

1. Methods of teaching Mathematics in Primary Classes

   Discovery method, Problem Solving method, Project method

6

2. Development of Mathematical concepts by life centric experiance, drill and exercise

6

3. Evaluation in Mathematics

   Purpose and characteristics, difference between traditional examination and evalution

8

4. Concept of Continuous and Comprehensive Evaluation (CCE), Competency based Unit analysis, Principles of constructing Unit test and Achievement test.

10

5. Lesson Plan - Development of Micro-lession plans based on competencies / skills

5

6. Learning difficulties in Mathematics

   Nature of learning difficulties, identification of learning difficulties, analyzing learning difficulties; causes of the difficulties (on the basis of the evidences in hand and by case study) - arrangement for remedial teaching.

CONTENTS AND METHODS OF TEACHING NATURAL SCIENCE

FULL MARKS – 75

OBJECTIVES:

1. Enabling the teachers to appreciate the values of Natural Science
2. Enabling the teachers to understand place of Natural Science in the School Curriculum
3. Enabling the teachers to undertake action research projects
4. Enabling the teachers to inculcate among Their pupils a desire to know their immediate natural environment, to love and respect it
5. Developing among the teachers concepts of continuous and comprehensive evaluation
6. Enabling the teachers to formulate objectives of teaching Natural Science
7. Enabling teachers to frame curriculum of Natural Science at Primary level
8. Developing among the teachers the skill of preparing Achievement tests and Unit tests
9. Enabling teachers to select / prepare and use TLM
10. Developing among the teachers the skills to plan micro lessons and competency based macro lessons.
11. Enabling teachers to select appropriate method(s) of teaching and use them effectively
12. Enabling teachers to develop scientific attitude and interest among the students
13. Enabling teachers to develop awareness of safe and hygienic living among their students
14. Enabling teachers to identify and narture talents of the students.

PART — I
FULL MARKS - 40
CONTENTS
MARKS – 14

1. Knowledge of the content of Paribesh–Parichiti for Classes I & II and Natural Science meant for class - III. **4**
2. Knowledge of the following topics upto Madhyamik level of the WBBSE. **10**
   a) Insects, Birds and Reptiles.
   b) Photosynthesis and Cell.
   c) Biodiversity and Enviromental Pollution.
   d) Work, Power and Energy, Reflection of Light.
   e) Properties and use of the following gases : Oxygen (O_2), Hydrogen (H_2), Nitrogen (N_2) and Carbon Dioxide (CO_2)

METHODS
FULL MARKS – 26

10 (Item No. 1 & 2)

1. Natural Science

   Meaning and concept, Place of Natural Science in Primary Curriculum

2. Aims and objectives of teaching Natural Science (Objectives to be stated in behavioural terms).

10 (Item No. 3, 4 & 5)

3. Principles of Curriculum Construction of Natural Science

   Principles of selection of contents, Principles of organization of content (Logical and Psychological including concentric and spiral approch).

4. Resources of Science Teaching

   Resources available in the Environment, Improvisation of Teaching and Learning Materials (TLM) – its underlying principles and importance

5. Use of TLM

   Black Boards, Charts, Models, Audio recording – ROM

6

6. Lesson Planning and preparation of Lesson Notes on the basis of Competencies (Micro).

PART – II
FULL MARKS – 35
CONTENTS (MARKS – 10)

3

1. Knowledge of the contents of Natural Science meant for Classes IV & V.

7

2. Knowledge of the following topics upto Madhyamik level of the WBBSE.

   Magnetic Induction, Coulomb's Laws in Magnetism and Electricity, Ohm's Law, Resistance, Kinetic Energy and Potential Energy, Different Forms of Carbon, Properties of Iron, Copper, Aluminum and their everyday uses, Organs and systems of Human body.

METHODS (FULL MARKS – 25)

12 (Item No. 1, 2 & 4)

1. Approaches and Methods of Teaching Natural Science

(a) Approaches :– Inductive and Deductive Approaches, Constructivist Approach.

(b) Metoods :– Lecture-cum-discussion, Lecture-cum-demonstration, Problem Solving, Project, Cooperative Learning.

2. Activity

   Field trip, Guided Observation of Nature, Maintaining Diary of Observation including Sketches, Developing facilities like Nature's Corner, Aquarium in School.

3. Action Research 5

Concept of Action research in Science Education in Primary Schools–

i) Use of A.R. in : Identifying weak and talented students in Science

ii) Diagnostic Test and Remedial Teaching in Science

iii) Identifying needs of the talented students in Science and their nurturing.

4. Preparing Achivement Tests on different units of Natural Science.

5. Lesson Planning and preparation of Lesson Notes on the basis of Competencies (Macro). 8

CONTENTS AND METHODS OF TEACHING HISTORY
FULL MARKS – 75

OBJECTIVES:

1. To acquaint the trainees with the objectives & methods of teaching history.
2. To help in acquiring effective skills of teachings history.
3. To help the trainees in understanding the needs of worthy citizen in a society.
4. To help in developing adequate social and human values.
5. To inspire analysis of the present in the light of the past.
6. To help in developing nationalism through unification of cultural ingredients, love for mankind and universalisation.

SYLLABUS
PART – I (Marks – 40)
CONTENTS (MARKS – 14)

5

1. Knowledge of Paribesh Parichiti for Class I and II, and History of Classes – III and IV.

9

2. Knowledge of the following topics upto Madhyamik level of the WBBSE.
   a) Mehargarh Civilisation in relation to other Ancient Civilizations
   b) i) Contact of India by sea-route with South-East Asia in the middle age and its commercial and cultural impact.
      ii) Importance of Vishnu Temple of Ankorvat and the Stupa of Borabudur.
   c) Religious Movements in the Middle Age (Bhakti Cult and Sufism) – Contributions of Saints towards unity and synthesis of religions.

METHODS (MARKS – 26)

7(Item No. 1 & 5)

1. Aims and Objectives of teaching History at the Primary Level.

6

2. Methods of Teaching History
   a) Conversation, Story-telling and Question Answer methods (for classes I & II)
   b) Pendulum Method and Dramatic Method for teaching History.
   c) Understanding Social environment and local History through Observation, Survey and Excursion

5

3. Use of the following in Teaching of History :

   Sketch, Chart, Model, Flannel Board, Pocket and Other Boards, Time-line, Historical Maps.

4. Lesson Planning and Preparation of Lesson notes on the basis of Competencies (Micro Lesson Plans) 8

5. Continuous and Comprehensive Evaluation (CCE) in History (class I to Class IV)
   Unit Analysis of the Lessons and Preparation of Tests.

PART - II (Marks – 35)
CONTENTS (MARKS – 10)

1. Knowledge of the existing Syllabus of the History of Class – V 4

2. Knowledge upto Madhyamik level of the following topics (WBBSE): 6

   i) Constitution of Indian Republic and its Salient Features with Special reference to Rights and Duties of Indian Citizen.

   ii) Institutional frame work of the Indian Democratic Republic.

METHODS (MARKS - 25)

1. Methods of teaching History at the Primary Level 7
   Discussion Method and Project Method

2. 'Space' and `Time' Consciousness in Teaching History 4

   i) Defenition of 'Time' and 'Space' sense in History

   ii) Different ways and means of developing time and space sense.

3. Lesson Planning and preparation of Lesson Notes on the baisis of Competencies (Macro). 7

4. Continuous and Comprehensive Evaluation in History : Unit–Analysis of the Lesson and Preparation of Tests (Class –V). 7

CONTENTS AND METHODS OF TEACHING GEOGRAPHY

FULL MARKS – 75

OBJECTIVES:

1. To help acquisition of knowledge of Geography for realizing values associated with the discipline.
2. To help acquiring effective skills of teaching Geography.
3. To develop competency in using various teaching aids.
4. To develop awareness about the environment and environment related values.
5. To develop nationalism and internationalism through teaching and learning of Geography.
6. To help understand relationship of Geography with allied disciplines like, Economics, Agriculture etc.
7. To develop awareness and understanding about the causes of natural disasters

PART – I
FULL MARKS – 40

CONTENTS (MARKS – 14)

4

1. Knowledge of the existing Syllabus of Paribesh Parichity for Class I & II and Geography for Class III.

5 (Item No. 2a & 2b)

1. Knowledge upto Madhyamik level of the following topics (WBBSE)

   a) Land forms and their Classification.

   b) Earth as a Planet .

   Movements of the Earth–Rotation and Revolution and their effects (Formation and length of day and night, Change of Seasons, Deflection of Planetary Winds).

5 (Item No. 2c & 2d)

   c) Environmental Pollution with special reference to Land, Water and Air.

   d) Relief, Drainage and Climate of West Bengal.

PART – I
METHODS
MARKS – 26

8 (Item No. 1 & 6)

1. Aims and Objectives of Teaching Geography at the Primary Level.

12 (Item No. 2 & 5)

2. Methods of Teaching Geography :

   a) Convensation, Story Telling and Question Answer method (for classes I & II)

b) Observation and Experimentation Method, Field study and Land Survey.

6 (Item No. 3 & 4)

3. Preparation and use of Maps, Models (Low Cost & No. Cost), Globe, Sketches, Atlas.
4. Use of the following in Geography teaching – different types of Maps, (physical, political, agricultural, Industrial, forest and mineral), Picture and Chart (for classes I to III).
5. Lesson planning and preparation of lesson notes on the basis of Competencies and Unit Analysis (Micro).
6. Continuous and Comprehensive Evaluation (CCE) and preparation of tests (classes I to III).

PART – II

FULL MARKS – 35

CONTENTS (MARKS – 10)

2

1. Knowledge of the existing Syllabus of Geography for Classes IV & V. **5**

2. Knowledge upto Madhyamik level of the following topics (WBBSE)
   a) Location of India, Political division of Indian Union into States and Union Territories.
   b) Economic Geography of India
      i) Agricultural resources–Food crops–Rice and Weat,
         Planatation Crops – Tea and Coffee
         Fibre Crops – Cotton and Jute.
      ii) Mineral Resources – Iron Ore and Coal
      iii) Energy Resources – Thermal, Hydro-electricity and Non-conventional Power Resources (Solar, Wind, Tidal).
      iv) Industries – Textiles (cotton and Jute) Iron and Steel (Engineering : Locomotives and Automobiles)
   c) Neighbouring Countries of West Bengal : Nepal, Bhutan and Bangladesh. **3**

3. Elementary knowledge of Earthquakes, Cyclone, Flood, Tsunamis, and Global Warming.

METHODS (MARKS – 25)

6

1. Methods of Teaching Geography at the Primary Level
   i) Discussion, Discovery Method and Project Method (Macro) **6**

2. Familiarity with natural surroundings and value of observations in the teaching of local grography – weather observation (through simplified description of wind vane, rain gauge, Fortin's Barometer, Sixes Thermometer, Hygrometer and Simplified Weather Chart for Primary Level). Use of Model on Day & Night. **8**

3. Elementary knowledge of Earthquakes, Cyclone, Flood, Tsunamis and Global Warming. **5**

4. Continuous and Comprehensive Evaluation (CCE) and preparation of tests (Classess IV & V)

GROUP - (C)

PRACTICAL BASED AREA

PHYSICAL EDUCATION AND HEALTH EDUCATION
FULL MARKS – 100

OBJECTIVES:

1. To help motivate children to participate regularly in games and sports and to form the habit of undertaking regular physical excercise
2. To develop organic fitness, neuro-muscular skills, character, personality, mental and emotional health of the children.
3. To arouse qualities like discipline, punctuality, honesty, co-operation, leadership and sociability.
4. To help maintain healthy practices and life styles.
5. To keep persons and environment clean and live hygienically.
6. To disseminate scientific knowledge about prevention of diseases and promotion of health.
7. To acquire knowledge of food and nutrition.
8. To form basic concept in First-Aid.
9. To instil the qualities of social service in the children.

PART — I

FULL MARKS – 50

Internal Marks : –

Physical Education :	– 6
Health Education	– 4
	10

EXTERNAL EXAMINATION (WRITTEN)

Physical Education :	–	25
Health Education	–	15
		40

PHYSICAL EDUCATION

(Theoretical Paper Written Examination)

Marks – 25

Syllabus :

5

1. a) Meaning, aims and objectives of Physical Education in Primary Education
   b) Physical Growth & Motor Development (upto 11 years)

8 (Item No . 2 & 3)

2. Components of Physical Fitness (Speed, Endurance, Agility, Strength and Balance).
3. a) Major Rules of i) Football, kabaddi, Kho–Kho, Daria Bandha, Throwball ii) Track & Field Sports. (Running events, Long Jump and High Jump)
   b) Principles of laying out a running track.

6 (Item No . 4 & 5)

4. Teaching methods of Physical Education – Demonstration method, Whole Part Whole method, Imitation method.
5. Lesson Notes / Planning – Teaching aids

6 (Item No . 6 & 7)

6. a) Fixture – League and Knock out System
   b) Conducting Annual Sports and Play Day
7. Special Activities for Physically Challenged Children.

HEALTH EDUCATION

(Theoretical Paper Written Examination)

Marks – 15

4

1. a) Meaning of Health Education : physical and mental
   b) Health Service – Daily health inspection and Medical inspection
   c) Environmental Hygiene – Lighting, Ventilation, Water Supply and Waste Disposal.

5 (Item No . 2 & 3)

2. Importance of Hygienic living – Care of Skin, Hair, Ear, Throat, Teeth, Eyes, Nose, Feet and cleanliness of immediate encironment.
3. Formation of daily habits – Eating, Sleeping, Resting, Drinking of Pure Water, Regular Evacuation of Bowel.

6 (Item No . 4, 5 & 6)

4. Safety Education – Safety at Home, School, Play Ground & Streets.
5. Awareness of Communicable Diseases – Malaria, Cholera, Influenza, Common Cold & Cough and Conjunctivitis.
6. Balanced Diet and concepts of Malnutrition; Rickets, Beriberi Some common health problems : Eye and Ear diseases and their remedies.

PART – II
PHYSICAL EDUCATION

(Practical Examination)

Marks – 40

8 (Item No. 1,2 & 3)

1. Fundamental Movements

   Walking, Running, Jumping, Crawling and Pushing

2. Rhythmical Activities :

   a) Callisthenics (with and without apparatus)

   b) Folk Dance

   c) Bratachari

3. Drill and Marching

12 (Item No. 4 & 5)

4. Low Organizational Games :

   a) Imitative Games

   b) Chasing Games

   c) Story Telling Activities

   d) Relay Games

   e) Balancing Activities

5. Major Games :

   Kabaddi, Kho–Kho, Daria Bandha and Football / Throwball

10 (Item No. 6 & 7)

6. Basic Gymnastics :

   Forward Roll, Backward Roll.

7. Asanas (any five) – Bhuyangasana, Padmasana, Salvasana, Sarbangasana, Bajrasana, Dhanurashana, Halasana, Gomukhasana.

10

1. Athletics

   Running (100 Mts. & 200 Mts.), Jumping (Long and High), Throwing the Cricket Ball,

PART – II
HEALTH EDUCATION

(Practical Examination)
Marks – 10

Internal Marks – 5 (for Part –II)
External Marks – (for Part –II)
Total = 10 Marks

5

1. First Aid and Nursing – Practical Applications :
   a) Use of Roller Bandages
      i) Bleeding Wound (Incised Wound), in the tip of the index finger.
      ii) Ankle injury,
   b) Use of Triangular Bandage
      i) Wound on the Scalp
      ii) Arm Sling
   c) Use of Tourniquet
      i) Arterial Wound in the lower arm
      ii) Snake Bite
   d) Use of Splints in the fracture of foream

5 (Item No. 2,3 & 4)

2. Preparation of charts for balanced Diet and Standard Diet.
3. Garbage cleaning and its disposal; Preparation of Compost Pit.
4. Social Services around the locality of the Institutions pertaining to health; visit to the surroundings of the locality with students.
5. Arrangenment of an Annual Exhibition on Health and Hygiene.

(N.B. Unit – 1. will be examined externally and other Units will be assessed internally)

CREATIVE AND PRODUCTIVE WORK

OBJECTIVES

To develop

(a) awareness on Art and Aesthetics.

(b) understanding of different forms of Art and its historical Development and planning

(c) understanding of visual communication and its skills.

(d) perceptual understanding of Three Dimensional Objects.

(e) basic skills related to drawing and painting.

(f) understanding of colour dynamics.

(g) understanding relevant Art materials and Techniques.

(h) understanding of Graphic, its techniques and applications.

(i) understanding of model making.

(j) understanding of materials and its creative uses.

(k) understanding of creative crafts and its utility.

(l) understanding of productive and creative works.

(m) understanding of planning and development of Teaching Aids.

GENESIS

All Education commissions of pre-independent and post-independent era catagorically recomended the orientation of Art and Aesthetics in the school education curriculum. In reality the very perception has not been given proper importance. With the results the present school education system has become very dull and demotivating and learners' creative potentialities are remain unexplored. In the Primary Education level this issue is very much relevant in the course / curriculum. With this aim in view teacher training programme orientation of Art and Crafts has been given due importance in this important area.

The present System demands through review to cope up with the fast changing social scenario. After careful review the proposed new syllabus has been worked out on the basis of specific objective identified from long teaching experiences in the Teachers Training Programme.

The following conceptions of Creative work, Productive Work, Art and Craft have been considered:

CREATIVE WORK:

Work relating to or involving the use of imagination or original ideas in order to create something.

PRODUCTIVE WORK:

Work relating to production of useful goods and materials.

ART

The expression and application of creative skill and imagination specially through a Visual Medium such as painting and sculpture and various branches of Creative activity such as painting, music, literature and dance.

Craft:

An activity involving skill in making useful things Primarily by hand.

FINE ARTS:

Art intended to be appreciated primarily or solely for the aesthetic content.

AESTHETIC:

Concerned with beauty or the appreciation of beauty.

ACTIVITIES OF CREATIVE AND PRODUCTIVE WORKS ARE GIVEN BELOW:

(1) Drawing & Painting.

(2) Collage.

(3) Clay Work

(4) Graphics.

(5) Card Board & Paper Craft Work.

(6) Design / Display & Decoration.

(7) Needle Work and Embroidery.

(8) Toy Making.

CREATIVE & PRODUCTIVE WORK

Full Marks – 150 (Both Part I & II)

Part – I Examination

Full Marks – 75

(Internal – 15 & External Theoritical Examination – 60)

20

(A) **AN INTRODUCTION OF ART AND CRAFT.**

(i) What is Art & What is Craft ? – Their relationship.

(ii) Creativity & Creative Process

(iii) Cave Painting: Altamira, Ajanta

Sculpture: Ellora

(iv) Folk Arts in Bengal

(v) Bengal Terracotta.

40

(B) TECHNIQUES ON CREATIVE AND PRODUCTIVE WORK:

(a) Clasification of colours – Primary, complementary, mixed colour, devices of adjustment of colour, familiarity with the current names of colours, indigenous sources of colours.

(b) Uses of different types of paper, pencil and eraser, primary idea about other medium of drawing.

(c) Different procedures of painting on wall, floor, board etc.

(d) Collage: definition, background and material used.

(e) Preparation of different types of adhesive-gum: flours, sago, tamarind seed etc.

(f) A brief description of different types of Calligraphy.

(g) Concept of dimension in the shapes of different things.

(h) Preparation of clay and use of tools in clay work.

(i) History, background and characteristics of graphics.

(j) Various kinds of paper works.

(k) Different types of stitch: cross- stitch, chain-stitch, button-hole stitch, French knot.

(l) Process of dying and printing cloths

(m) Concept of perspective.

CREATIVE & PRODUCTIVE WORK

Part - II Examination (Practical)

Full Marks – 75

(Internal – 5 & External Practical Examination – 70)

Time: 4 Hours

(20 x 2) = 40

SYLLABUS:–

(A) **ALL ARE COMPUL SORY :**

(1) **DRAWING AND PAINTING (COMPULSORY)**

(a) Three dimensional forms of trees, fruits, leaves, birds, animals, fishes, life and reality. (Using different Media such as Pencil, Pastel, Ink, Water Colour and Tempera)

(b) Three-dimensional shape, use of light and shade, colours and perseptive.

(c) Bending and mixing of paints, use of initial complementary and mixed paints – preparation and use of indigenous paints.

(d) Use and preparation of paint brush with indigenous materials. Proper use of different sizes of paint-brushes.

(e) Practice composition: landscape, hillscape etc.

(f) The shape, size, measure and proportion of letters and writing printing types (thin / thick), writing letters of different shapes (Bengali and English), different types of calligraphy relating to the content.

(2) **COLLAGE**

(a) Collage on Card-Board, wood, cloths from thrown away articles (Straw, leaves, sola, branches of tree, coloured paper-piece, picture, beads & seeds.)

(b) Shapes of different simple forms (like tree, fruits leaves, birds, animals, human form etc.)

(c) Preperation of different adhesives and their uses.

(15 X 2) = 30

(B) **ANY TWO FROM THE FOLLOWING:**

(1) **CLAY WORK:**

(a) Collection of soil, drying up & powdering of soil, mixing with sand, husk and straw of Jute.

(b) Making three-dimensional objects with soil.

(c) Making earthen tiles and paint different types of leaves, flowers on them.

(d) Making low and high relief work.

(e) Making fruit, animals, dolls and toys with the help of fingers.

(f) Making different types of earthen vessels by the twisting process.

(g) Preparation of simple equipments and tools used in Clay-Work.

(h) Hardening earthen work through drying.

(i) Painting and decoration on earthen materials.

(2) **GRAPHICS:**

(a) Use of leaf, flower, fibre and other materials as a print device.

(b) Use of different types of medium for graphics (like vegetable, wood, lino, stencil etc.)

(c) Use of finger print, handprint, mono-print etc.

(d) Making different types of composition with the help of graphics medium.

(3) **CARD BOARD AND PAPER CRAFT WORK**

(a) Use paper folding and cutting to prepare bag, cap, boat, kite, different kinds of design.

(b) Making musk and toys using paper pulp and paper mache.

(c) Preparation of mounting board, bulletin board, flat-file, cover file and tray with the help of card board.

(d) Preperation of adhesive with the help of gum, flour, seed etc.

(e) Making simple musk, toys etc. with the help of paper.

(4) **DESIGN / DISPLAY & DECORATION**

(a) Making different types of flowers, leaves, trees, fishes, insects, people etc.

(b) Application of the form, rhythm, proportion, balances etc. in design, display & decoration.

(c) Preperation of different types of design in different media using the folk form.

(d) Making objects of the different shapes using paper, colour, thermocol etc.

(e) Preparation of different types of design with help of Bandhni.

(f) Decoration of Sara, Pot, Earthen plate etc.

(g) To make different types of design using spray printing.

(5) **NEEDLE WORK EMBROIDERY:**

(a) Practicing different types of stitches: Hem stitch, Run stitch, Gujrati stitch, Kasmiri stitch, French knot, Satin stitch and Dal stitch.

(b) Cutting, sewing, making and decorating useful materials with picee of coloured clothes: Handkerchief, Tray cover, Table cover, Pillow cover with appropiate stitches.

(c) Making of toys, dolls and bags by joining pieces of cloth.

(d) Use of rope, thread, wool, polythene to make bag, cushion, doormat etc.

(6) **TOY MAKING**

(a) Planning of Toy making, initial drawing of the toys and listing of materials for their preparation.

(b) Preparation of five different toys using cheap ingredients like soil, bottles of different shapes and sizes, egg-shells, various kinds of small, big, square or rectangular paper boxes, coconut shells, card board, paper, jute, feather, leaf, stick etc.

(c) Preparation of adhesive using gum: flour, sago, arrowroot, tamarind seed, use of synthetic adhesive.

(d) Making paper pulp and preperation of toys and masks using the paste.

(e) Use of bamboo, wood to make toy, boat, pen-stand.

GUIDELINES:

(a) To keep an watch on the teacher-trainees attain practical skill during traning - to keep watch on the aspect of acquiring raw-materials locally and to make necessary tools in possible circumstances by the trainees. It will help the teachers to take-up the job on their return; and to make use of the raw-materials and to make necessary tools for learning and teaching those activities.

(b) Each trainee will keep adiary for their daily practical activities mentioning name of each and every activity, whether creative or productive, with day/date, objectives, equipments, tools and brief outline of the methodology (with pictorial illustrations).

(c) Each Trainee should prepare four lesson notes (one in each item) during their training-period, and select and submit one creative and one productive activity for with internal and two for external assessment separately.

EVALUATION GUIDELINES:

1. Internal assessment will be made on the basis of the methods and standred of the work throughout the year and all of these, in both the areas, will be retained in the exhibition-room with serial Nos. for External Evalaution.
2. In addition to the above, the following three records are to be submitted with the signature of the subject-teacher for examinition by the External Examiner:–
   a) A diary with the record of work done throughout the year (one diary each for both creative and productive activity).
   b) An exercise book (record book) with class-wise and term-wise annual lesson plans.
   c) A record book containing lesson plans on one creative and one productive activity for final examination.

PART – I

INTERNAL EVALUATION (MARKS – 15)

1. Continuous and intensive Practice has to be done by the trainees on the following items:–
   a. Drawing and Painting
   b. Collage

(Daily Work book should be submitted at the end of the Session)

PART – II

FOR EXTERNAL EXAMINATION

Out of eight (8) activities' mentioned above, noted four (4) are to be done of which two will be compulsory and two other would be selected from the rest.

The Institute would select two other activities from Group – B (SL. NO 1 to 6) according to their available resources.

PRACTICE TEACHING AND PRACTICAL WORKS

TOTAL MARKS – 350

(PART – 175 MARKS & PART II – 175 MARKS)

Objectives :

1. After completion of the course, the trainees will be able to attain competency in teaching in the Primary Schools.
2. Divide curriculum into different lesson units and to attain skill of preperation of plan and outline for imparting lesson.
3. Select and apply properly methods of teaching with follow-up reading.
4. Evaluate at the end of lesson and keeping records thereof on that basis.
5. Gain experiance to prepare suitable teaching materials for imparting lessons.
6. Understand the learning problems of the children and the possible solution of such problems.
7. Attain experiance of comprehensive live orginization in Schools.
8. Understand the needs of learning of children coming from different social surroundings, to learn harmonizing adequately with curriculum.
9. Acquire the ability to teach simultaneously in different classes (multigrade class-teaching).
10. Develop ability to teach through activities.
11. Learn expending curriculum through direct experiance based works.

Practical Works:

1. Demonstration Lessons by the Teacher Educator.
2. Criticism Lessons by the Teacher Educator.
3. Discussion and preperation of teaching-learning materials.
4. Practice Teaching. (At least 40 days shall be for Practice teaching / Skill development in nearby Primary / Elementary Schools per academic session / year).

Organization :

1. In order to harmonize lesson-imparting (teaching) habits adequate plans are to be devised by the teacher educators at the commencement of session and the headmaster / mistress of the respected Primary Schools will be informed of this and their assistance in this respect will be called for.
2. At the outset Demonistration Lesson and Criticism Lesson will be conducted.
3. Practice of Multigrade teaching will be conducted.

4. Task of teacher educator:

   a) Prior to practice teaching, lesson plans are to be approved by the teacher educator.

   b) Supervision during teaching followed by comments and discussion.

5. External Examination (Practical) :

   a) Out of 350 Marks 250 Marks earmarked for External Examination on the following subjects.

      Mother tongue (First Language), English (Secound Language), Mathematics, Natural Science, History and Geography.

   b) Macro Teaching and Micro Teaching – in both cases two lessons each will be assessed in External Examination (150 marks for Macro Teaching and 100 marks for Micro Teaching).

      i) Any two Micro Lessons from the following six skills (at the end of first year):

         Skill of Stimulus Variation

         Skill of Probing Question

         Skill of Reinforcement

         Skill of using Black Board

         Skill of using Teaching Aids

         Skill of Citing Examples

      ii) Two Macro Lessons (one from First Language / Secound Language and one from any of the other four content based subjects i.e., Mathematics, Natural Science, History and Geography)for Final External Examination at the end of Second Year.

   c) Practice Teaching and Works:

      Part I Examination :–

      i) Micro Teaching –

         Internal Examination – 50

         External Examination – 100

      ii) Macro teaching –

         Internal Examination – 25

         Total – 175

      Part II Examination :–

      i) Macro Teaching –

         Internal Examination – 25

         External Examination – 150

         Total – 175

CULTURAL ACTIVITY

(Compulsary Paper)

Full Marks – 50

A Concept :

By Cultural Activities we generally mean activities related to the development of Culture. Culture is essentially the out come of what people in community undertake to accomplish for enhancement of their individual and community lives through entertainment and which tend to trickle through generations as tradition. It is based on definite rational skill and knowledge. Here Culture means assimilation of different traditional norms and means for the refinement of individual knowledge through social and aesthetic activities such as music, dance, recitation, debate, quiz, drama, play and games etc. So, in short by Cultural Activities we mean those activities which help to develop mental and social levels of human being.

Part – I Examination

Internal – 05

External – 20

10 x 2 = 20

1. A Dramatic Performance
2. Sangeet (Rabindra and Nazrul)
3. Recitation
4. Read out Self Writing

Part – II Examination

Internal – 05

External – 20

10 x 2 = 20

1. Dance
2. Extempore
3. Debate
4. Sangeet (Folk song and Patriotic Song)

Notes for Part – I & Part – II Examinations:

1) Partcipation of each trainee in all items is compulsary but during examination. each trainee will choose any two out of four items (at Part – I & Part – II Examination)

ACTIVITIES RELATED TO PURPOSEFUL LEARNING THROUGH DIRECT EXPERIANCE

FULL MARKS – 50 (PART I – 25 AND PART II – 25)

(Internal Examination)

Objectives :

1. To find out the place of direct experiance based activities in Primary School Curriculum.
2. To help attain knowledge, competency, habit and attitude through the experiance based activities.
3. To help attain concept of direct experiance based activities and to understand the importance of his activity for all round development of the child.
4. To acquire skill for conducting direct experiance based activities in different classes of Primary School.
5. To acquire skill of observation of the physical and social environment.
6. To develop the sensivity of social needs and problems.
7. To develop awareness of natural and social events.
8. To develop sense of respect and dignity towards productive labour.
9. To develop positive attitude towards democratic living.
10. To help combining theoretical knowledge with practical experiances.

WORK-SCHEDULE OF DIRECT EXPERIANCE BASED ACTIVITY IN TRAINING INSTITUTE

1. Observation of remarkable day :–

   Fundation day of the Institute, Teacher's Day, Parent's Day, Mother's Day, Children's Day, National Independence Day, Republic Day, Netaji Birth Day, World Environment Day, World Women's Day, International Physically Disabled Day, Literacy Day, Language Day, World Peace Day and Seasonal Ceremony.

2. Educational Tour / Excursion:

   Local Granary (Farm House) Productive Centre, Agricultural Field, Local Market, Historical Place etc, and preperation of Report.

3. To organize and participate in Annual Sports.
4. Project Work :

   Gardening, plantation and maintenance preperation of Note Book.

5. Mid-Day Meals with symbolic partcipation in Primary Schools.
6. Organizing Relief Work.
7. Project on Role and importance of Transport and Communication.
8. Collection of natural objects and preperation of compiling book, flower, leaf, feather etc. Preperation of Note Book.
9. Observation of work in natural environment, climate, trees and plants, insects, beasts and birds, Life-cycle of animal
10. Awareness about Social Health.

EVALUATION GUIDELINE:

1. Evaluation will be made on the basis of presentation before the teachers. In presence of teacher a selected part of the experiance based creativity will be presented orally by the trainees individually.

2. Teachers will award marks individually according to the following format :–

a)	Knowledge of the presented subject mater	Skill of Performance	Note-Books	Presentation and Interaction	Total
Part – I	5	5	5	5	20
Part – II	5	5	5	5	20
b) Sessional Activity 5 marks in each part – (5 + 5) =					10
				Total =	50

3. Three note Books are to be presented – viz.

   a) Diary of the daily Work

   b) Specimen Collection book / Project Book.

   c) Note – Book on Special Days.

4. Time:

   Total (for each Trainee) 10 minutes

   a) Presentation 5 – 6 Minutes

   b) Interaction 4 – 5 Minutes

5. Average of the marks awarded by all the teachers will be considered..

GROUP - (D)

COMPULSORY OPTIONAL SUBJECTS

COMPULSORY OPTIONAL SUBJECTS

PRE–PRIMARY EDUCATION

FULL MARKS – 100

Objectives:

1. To understand the nature and importance of Pre-Primary Education.
2. To be conversant with the nature of growth and development of children at Pre-Primary Level.
3. To understand the Philosophical basis of Pre-Primary Education and its methods.
4. To acquire skills and competencies required to practice Pre-Primary Education.
5. To be aware of the development of Pre-Primary Education in West Bengal, its constraints and remidies.
6. To be aware of the role of teachers and parents in Pre-Primary Education.
7. To acquire knowledge about the administration measures and agencies of Pre-Primary Education in West Bengal.

PART – I (FULL MARKS – 50)

8

1. **Nature and importance of Pre-Primary Education:**

   Concept of Pre-Primary Education and its scope. Types of Pre-Primary Education – Formal and Informal Role of home, school and outer environement in Pre-Primary Education.

   7

2. **Objectives of Pre-Primary Education:–**

   Support the growth and development of the child – cognitive and psychomotor and development of adaptive skills, and preparation for Primary Education.

   10

3. **Principles and Methods of Pre-Primary Education of:–**

   Froebel, Montessori, and Gandhiji (Pre-basic Education).

   20

4. **Developmental Characteristics of Children at Pre-Primary Stage: (Upto 5 Years)**

   Physical – Development of body size and its proportion. Growth (size and weight) of brain and Sense Organs

   Motor – Development of Psychomotor skills. Anomalies in Psychomotor development, and Development of handedness. Psychomotor development and learning

   Emotional – Charcteristics of Childhood emotions – Cognitive, affective and emotional responses. Role of Pre-Primary Education in emotional development.

   Speech and language – Elementary idea about the stages of Language development. Helping development of Speech and language

   Cognitive – Nature of memory capacity, attention and perceptual process.

   Social – Elementary idea about the social and moral characteristics of Pre-Primary Children.

5. Development of Pre-Primary Education in West Bengal since Independance:–

   i) Nursery, Kindergarten and Angonwari, ii) Pre-Primary Teacher Training

PART – II (FULL MARKS – 50)

1. Teaching of basic skills: **15**
   a) Recognition of alphabets, Colour, Shapes, Size and Figures.
   b) Speech – Conversation, Social interaction, Rhymes and Music.
   c) Development of writing readiness and drawing.
   d) Numerical concepts – Number concepts, Order of the numbers and counting upto twenty.
   e) Training in other Psychomotor skills – Group dancing, Formation of different shapes and figures with Clay and similar other materials, Assembly of Parts to a whole, Paper folding and preperation of different objects.
   f) Sensing of different Textures.

2. Learning by observation – Importance of Observation of:– **6**
   a) Spatial discrimination
   b) Biological World.
   c) Immediate Social environment.

3. Facilitators of Pre-Primary Education:– **10**
   a) Importance of Parent-Teacher meeting – Parents involvement
   b) Purpose of Play, Different types of Play, Play as a Therapeutic Method.

4. Pre-Primary Education of the exception al children: **12**
   a) Emotionally disturbed – Anxity prone, Aggressive, Apathetic
   b) Social – isolated and shy
   c) Intellectual – Mild Mental Retardation

5. Integrated Child Development Scheme (I.C.D.S.): **7**
   a) Food and Nutrition programmes –
   b) Health related programme.

SOCIAL EDUCATION

FULL MARKS – 100

OBJECTIVES :

After completions of the syllabus the learners will be able to :-

1. help development understanding about ones own society.
2. help development of skills for better social living.
3. understand the factors related to Health Education and Family Education.
4. help understanding the contributions of social reformers of social change.
5. develop positive attitude towards social ecology and various strata of people in the society.
6. understand the dynamics of social resource mobilization.
7. develop respect towards human rights and responsiblity to social duties.

SYLLABUS

PART – I (Full Marks – 50)

14

1. Concept of Society and Social Education:-
    a) Cocept of Society: - Evolution of Society: Agrarian, Industrial and Technological; Urban, and Rural Society.
    b) Concept of Social Education - Meaning and purpose of Social Education; Relation between Formal Education and Social Education; Formal, Informal and Non-formal Education in the context of Social Education.

12

2. Importance of Social Education: –
    a) Social education as an integrated study of different disciplines.
    b) Importance of Social Education at the Elementary Level.

12

3. Health and Family Education: –
    a) Health Education: - i) Purpose of Health Education ii) Management of general health : safe drinking water, sanitation, nutrition and ventilation iii) Prevention and precautionary measures.
    b) Family Education: - i) Family as the basic unit of society; ii) Role of family in child's life and health iii) Life style Education.

12

4. Contribution of Social Reformers to Social Change - Raja Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda,

PART – II

FULL MARKS – 50

6

1. Concept of Social Integration:- Meaning and nature of Social Integration - Constraints of Social Integration and means to over come them.

12

2. Social Change and the role of different agencies: –
   a) Social change - Meaning and process; Social Education as a Vehicle of Social Change;
   b) Role of different agencies: Teachers, State and Central Governments, Local bodies including Municipalities, Panchayats, N.G.O.s, and Mass Media.

8

3. Human Right Education: –
   i) Basic human rights and duties; ii) Right to education in terms of 86TH Amendment of the Constitution of India.

12

4. Action programmes of Social Development: –
   a) National Literary Mission and Sarva Siksha Mission.
   b) Role of Social Workers for Mobilization of Locial human resources. Organization of group activities for the development of Society.
   c) Problem of Child Labour in Social Education.

12

5. Enviornmental and Population Education: –

   a) Elementary knowledge of Ecology; concept of global warming b) Meaning of Environmantal Education; Need for Environmental Education – for sustainable development c) Growth of Population and its relation with social life; Role of social education for population control and sustenance of environment.

EVALUATION AND MEASUREMENT IN PRIMARY EDUCATION

FULL MARKS – 100

Objectives: –

1. To develop understanding about the concepts of measurement and evalution.
2. To develop acquaintance about various tests and tools of measurement
3. To help acquisition of skills necessary, for prepairing achievement tests including objective tests and their uses.
4. To help acquiring elementary knowledge about Diagnostic Tests and their uses.
5. To acquire knowledge about the modern trends in evalution.
6. To help acquiring knowledge and skills for using elementary statistical tools.
7. To develop scientific attitude towards education system, teaching and evaluation.
8. To develop systematic habits respect for precision and objectivity.

PART – I

MARKS – 50

Syllabus: –

8

1. a) Concept of Measurement and Evalution.
   differance and relation between the two.
   b) General objectives of evalution in Primary Education.

10

2. Techniques of evalution –
   Observation and teacher's rating;
   Group assessment and interview; Examination (Written, Oral & Practical)
   and its importance.

12

3. Achievement Test – i) Concept of Criterion referenced tests
   ii) Construction of Teacher made Test
   iii) General characteristics of Objective, Short answer and Essay type tests and their preparation; Method of scoring essay type test : Bulk scoring, part scoring and their merits and limitations.

12

4. Prepairing objective test items – i) Selection and analysis of content area; ii) choosing item format; iii) Item writing with behavioral objectives iv) Writing Parallel items.

8

5. Statistical Treatment of data:
   a) Tabulation of scores into frequency distribution. b) Graphical representation and interpretation – i) Bar diagram, ii) Pie diagram, iii) Frequency polygon, iv) Histogram and v) Ogive

PART – II

MARKS - 50

1. Characteristics of a good test - Reliability, Validity and Objectivity; Methods of finding reliability; Types of validity; Relation between reliability and validity. **12**

2. Different types of norms Interpretation of test results in terms of norms and criteria. **5**

3. Meaning and purpose of Diagonostic Tests – For reading, writing and arithmetic and their importance. **8**

4. Trends in Evalution Question Bank, Grading, Cumulative Record Card. Continuous and Comprehensive Evaluation and its importance in Primary Education **10**

5. Statistical Treatment of data **15**

   Measures of central tendency and variability; Ranks differance correlation;

   Elementary idea of normal distribution and normal curve; Concept of percentile and percentile rank.

ART EDUCATION

Full Marks – 100

OBJECTIVES

1. To help understanding the fundamentals of Fine Arts
2. To develop sense of colour and aesthetic sense
3. To develop skills of drawing, painting and other forms of Fine Arts
4. To develop acquaintance with the great masters in Fine Arts
5. To help understanding the importance of Folk Arts of our region and develop awareness necessary for their presentation

PART – I

Full Marks – 50, (Internal – 10 & External – 40)

SYLLABUS (Theoretical)

The conception of Art, Fine Arts and Aesthetics are considered as follow

ART:

The expression and application of creative skill and imagination specially through a Visual Medium – such as painting, sculpture and various branches of Creative Activity such as painting, music, literature and dance.

FINE ART:

Art intended to be appreciated primarily or solely for the aesthetic content.

AESTHETIC:

Concerned with beauty or the appreciation of beauty.

10

A.

1. Fundamentals of Fine Arts:
   a. Nature of Fine Arts – Relation of Nature with artistry (arts & craft), Ingredients of Art & Craft – beauty, texture, rhythm, equilibrium, adjustment.
   b. An Outline of gradual development of Indian art and craft.
   c. Concept of Aesthetics.

8 (Item No. 2 & 3)

2. Concept of Colours:
   Primary and Secondary Colours, Complementary Colours, Cool Colour and Warm Colour.
3. Concept of folk art and crafts; Folk art and craft of different regions of West Bengal.

12 (Item No. 4 To 6)

4. Principles and elements of design and decoration.
5. Typography: Anatomy and style of types, spacing and alignment of types.

6. i) Use of symbols for drawing Human beings, Animals and Birds ii) Process of Batik Bandhni and Fabric.

10 (Item No. 7)

7. **A. Painting:**

Painting of different media:–Tempera, Opaque Water colour, Transparent Water Colour, Pastel, Oil Colour and Acrylic

B. Great Masters:

i) Leonardo Da Vinci, Picasso and Vincent Van Gogh (1853 – 1890)

ii) Indian – Abanindra Nath Tagore, Jamini Roy and Raja Ravi Barma.

PART – II

Full Marks – 50, (Internal – 10 & External – 40)

SYLLABUS:– (Practical)

B.

SL. NO.	DESCRIPTION	SL. NO.	DESCRIPTION
01.	Drawing & Painting (Colour composition – Water Colour, Pastel)	04.	Composition from Paper Cutting
02.	Print Making:	05.	Preparation of Greetings Card / Calender
	a. Block of Potato & other Vegetables	06.	Dyeing: Batik and Bandhni
	b. Stencil Making	07.	Collage
	c. Lino - Cut	08.	Clay Modeling
03.	Fabric Painting	09.	Alpana

N.B. 1) Practicals of (1 and 2) items will be done in First Year and Internal Marking will be of 10 Marks.

2) Two items from 3 to 9 will be examined by the External Examiner. These will be selected by lottery only.

সঙ্গীত

Full Marks – 100

উদ্দেশ্য ঃ—

এই বিষয়টির চর্চা করে শিক্ষকরা -

১) শুদ্ধ স্বর ও বিকৃত স্বরের বৈশিষ্ট্য ব্যাখ্যা করতে পারবেন।

২) স্বর সপ্তক সমৃদ্ধ তাত্ত্বিক ও ব্যবহারিক দক্ষতা অর্জন করবেন।

৩) রাগের গঠন বৈশিষ্ট্য সম্বন্ধে অবহিত হবেন এবং নির্বাচিত কয়েকটি রাগের সম্পূর্ণ পরিচয় লাভ করবেন।

৪) তালের বৈশিষ্ট্যগুলি উল্লেখ করতে পারবেন এবং নির্বাচিত কয়েকটি প্রচলিত তাল লিখনের দক্ষতা অর্জন করতে পারবেন।

৫) শৈশবে সঙ্গীত শিক্ষার উপযোগিতা সম্বন্ধে সচেতন হবেন এবং বাংলার প্রধান সঙ্গীতকারদের জীবনী ও অবদান সমৃদ্ধ জানতে পারবেন।

৬) বাংলার লোকসঙ্গীত সম্বন্ধে ধারণা লাভ করবেন।

৭) আনুষঙ্গিক বাদ্যযন্ত্র সম্বন্ধে ধারণা লাভ করবেন।

৮) নির্বাচিত নানা ধরণের গান গাওয়া এবং প্রশিক্ষণ দেওয়ার দক্ষতা অর্জন করবেন।

Syllabus :

Part - I

সঙ্গীতের তাত্ত্বিক অংশ (Theoretical Part)

Full Marks – 50 (Theory – 40 and Internal – 10)

10 Marks (Item No. 1 & 2)

1. স্বর বিষয়ক ঃ-

শুদ্ধ ও বিকৃত স্বর ;সপ্তক (মন্দ্র, মধ্য ও তার);স্বরের আরোহণ, অবরোহণ;শ্রুতি।

2. রাগ বিষয়ক ঃ-

রাগের গঠন বৈশিষ্ট্য ঃ- সময় বিচার, রাগের বাদী, সমবাদী, অনুবাদী, বিবাদীস্বর, বর্জিত স্বর, রাগের জাতি, পকড়, ঠাট, অলঙ্কার, তান, স্থায়ী , অন্তরা, সঞ্চারী, আভোগ।

10 Marks (Item No. 3 & 4)

3. ক) বিলাবল রাগের সম্পূর্ণ পরিচয়।

খ) রাগ ইমন ও ভৈরব রাগের সম্পূর্ণ পরিচয় এবং দুটি রাগের তুলনামূলক আলোচনা।

4. তাল বিষয়ক ঃ-

মাত্রা, ছন্দ, বিভাগ, লয়, তালি, খালি, সম, ফাঁক, তালের আবর্তন, তালের জাতি (সমপদী ও বিষমপদী);তাল লিখন।

10 Marks (Item No. 5 & 6)

5. নিম্নলিখিত তালগুলির পরিচয় ও তাল লিখন ঃ-

দাদরা, কাহারবা, একতাল, ত্রিতাল, ঝম্পক, তেওড়া, ঝাঁপতাল।

6. ক) শৈশবে সঙ্গীত শিক্ষার উপযোগিতা, বিদ্যালয়ের পাঠক্রমে সঙ্গীত শিক্ষার আবশ্যিকতা,

খ) নিম্নলিখিত সঙ্গীতকারের জীবনী ও তাঁর সাঙ্গীতিক অবদান ঃ- রবীন্দ্রনাথ, নজরুল, দ্বিজেন্দ্রলাল, অতুলপ্রসাদ, রজনীকান্ত।

7. লোকসঙ্গীত ঃ- **10 Marks (Item No. 7 & 8)**

ক) লোকসঙ্গীতের সংজ্ঞা ও প্রকারভেদ;

খ) নিম্নলিখিত লোকসঙ্গীত সম্পর্কে প্রাথমিক ধারণা ঃ-

টুসু, ভাদু, সারি, জারি, ভাটিয়ালি, ভাওয়াইয়া, গম্ভীরা।

8. বাদ্যযন্ত্র ঃ-

হারমোনিয়াম, তানপুরা, তবলা সম্পর্কে সম্যক জ্ঞান।

9. Practicals : (Will be examined by Internal examiner).

(ক) প্রার্থনা সঙ্গীত

১। তোমারি গেহে পালিছ স্নেহে

২। ছোট শিশু মোরা

৩। সারা জীবন দিল আলো সূর্য গ্রহ চাঁদ

৪। সত্য মঙ্গল প্রেমময় তুমি

৫। আনন্দলোকে

৬। একসাথে চলো একসাথে বলো

৭। বিপদে মোরে রক্ষা কর

৮। তুমি নির্মল কর

(খ) জাতীয় দিবস / পালন উপযোগী দেশাত্মবোধক

১। জন গন মন অধিনায়ক জয় হে

২। উঠগো ভারত লক্ষ্মী

৩। একসূত্রে বাঁধিয়াছি

৪। ভারত আমার ভারতবর্ষ

৫। ভারতবর্ষ সূর্যের একনাম

৬। সারে যাঁহা সে

৭। বন্দে মাতরম

৮। বলো বলো বল সবে

৯। কারার ওই লৌহ কপাট

Part - II

সঙ্গীত

(Practical)

Full Marks – 50 (Practical – 40 & Internal – 10)

(Will be examined by External examiner)

১. (ক) জন্মদিন ও স্মরণ দিবস

১। কোন আলোতে প্রাণের প্রদীপ

২। যদি তোর ডাক শুনে কেউ

৩। বিশ্ব সাথে যোগের যেথায়

৪। ঐ মহামানব আসে

৫। ভেঙ্গেছে দুয়ার এসেছে জ্যোতির্ময়

৬। হে নূতন দেখা দিক আরবার

৭। বিশ্ববিদ্যা তীর্থ প্রাঙ্গান

(খ) ঋতু উৎসব

১। আকাশ ভরা সূর্য তারা

২। বাদল বাউল

৩। আজি ঝর ঝর মুখর বাদল দিনে

৪। আজি ধানের ক্ষেতে

৫। হিমের রাতে

৬। হেমন্তে কোন বসন্তেই বাণী

৭। পৌষ তোদের

৮। শীতের হাওয়ায় লাগল নাচন

৯। ওরে গৃহবাসী

(গ) ছড়ার গান

১। আকাশ ঘিরে মেঘ করেছে

২। বৃষ্টি পড়ে টাপুর টুপুর

৩। হাট্টি মাটিম টিম

৪। গ্রীষ্ম বর্ষা

৫। আয়রে আয় টিয়ে

৬। ভোর হলো দোর খোলো

৭। এক এক্কে এক

(ঘ) কর্মসঙ্গীত

১। চল্ চল্ খেলি চল্

২। চল কোদাল চালাই

৩। সুপ্রভাত !

৪। সব কাজে হাত লাগাই মোরা সব কাজে

৫। আমরা চাষ করি আনন্দে

(ঙ) <u>আনুষ্ঠানিক</u>

১। অগ্নিশিখা এসো এসো

২। শুভ কর্মপথে

৩। এদিন আজি কোন্ ঘরে গো

৪। সবারে করি আহ্বান

৫। প্রাণ ভরিয়ে তৃষা হরিয়ে

২. (নিম্নলিখিত অংশটি কেবলমাত্র অনুশীলনের জন্য)

(ক) <u>প্রার্থনা সঙ্গীত</u>

১। তোমারি গেহে পালিছ স্নেহে

২। ছোট শিশু মোরা

৩। সারা জীবন দিল আলো সূর্য গ্রহ চাঁদ

৪। সত্য মঙ্গল প্রেমময় তুমি

৫। আনন্দলোক

৬। একসাথে চলো একসাথে বলো

৭। বিপদে মোরে রক্ষা কর

৮। তুমি নির্মল কর

(খ) <u>জাতীয় দিবস / পালন উপযোগী দেশাত্মকবোধক</u>

১। জন গন মন অধিনায়ক জয় হে

২। উঠগো ভারত লক্ষ্মী

৩। একসূত্রে বাঁধিয়াছি

৪। ভারত আমার ভারতবর্ষ

৫। ভারতবর্ষ সূর্যের একনাম

৬। সারে যাঁহা সে

৭। বন্দে মাতরম

৮। বলো বলো বল সবে

৯। কারার ওই লৌহ কপাট

N.B. i) External examiner will conduct the practical examination. One song by personal choice of the examinee and other two by the choice of the external examiner. – 3 X 10 = 30 marks

ii) Practical note book containing notations etc. – 5 marks

iii) Viva voice by the external examiner – 5 marks

40 marks

COMPUTER APPLICATION IN EDUCATION

Full Marks – 100

Objectives:

1. To empower the trainee in understanding the basic functions of a Computer.
2. To enable trainee in designing appropiate teaching learning applications in an inter-discriplinary approach by using a Computer.
3. To develop appropiate attitude in the trainee towards the use of technology in enhancing learning oppertunities across the curriculum of School Education.
4. To empower the trainee in accessing global information resources and be aware of its challanges.
5. To enable the trainee to analyse and reflect in an inter-disciplinary manner with some application software.
6. To enhance the communication and pedagogical skills of the trainees.

SYLLABUS FOR PART – I

Full Marks : 50

Theory – 30; Project Work – 10

A. Computer Fundamentals

10

1. Functions of Computer (input, process, storage and retrieval of information)
2. Computer System Characteristics (speed, accuracy and storage)
3. Block diagram of computer, configuration of computer, selecting a PC
4. Input and Output devices
5. Memory: RAM, ROM, Secoundary Memory – Importance and use in computer
6. Operating Systems: Types of Operating System – Windows, and Linux, relative merits and demerits.
7. Computer Networks: Types of Networks

B. Word Processing Package

6

1. Create, Edit, Save, Cut, Copy, Paste a document;
2. Header, Footer, Background Theme, Symbols, Word Art, Subscripts, Superscripts, Drawing Tools & Clip Art, Inserting Table, Numbering Pages, Spell-Check, Deleting.
3. Mail Merge,
4. Printing Documents.

C. Excel (Spreadsheet)

12

1. Knowledge of worksheet and introduction to Excel
2. Entering Data into worksheet
3. Copy, Paste, Entering Labels, Draw Charts & Graph,
4. Copy, Data from one worksheet to another, Saving worksheet,
5. Developing formula (Mathematical / Statistical)

D. Internet Resources, Design of Web-page, e-mail:–

12

1. Concept of Internet, Word Wide Web – how it works,
2. Internet surfing, browsers & search enginers, collecting information from websites/ portals of various international, national and state level organizations, Critical examination and use of web resources in teaching-learning.
3. Web Page Design
4. Using e-mail service – hardware requirement
5. Concept of virus, firewall and password for Network security.

<u>PROJECT WORK IN PART – I</u>

[SUFFICIENT PRACTICE WILL BE REQUIRED IN THE USE OF POWER POINT AND MULTIMEDIA FOR COMPLETION OF THE PROJECT WORK. ABILITY TO USE THE POWER POINT OR MULTIMEDIA SYSTEMS WILL BE JUDGED FROM THE QUALITY OF THE PROJECT REPORT.

THEORITICAL QUESTIONS WILL NOT BE FRAMED ON THESE TWO AREAS]

Knowledge of following two areas are necessary for Project Work

A. Power Point:

1. Starting Power Point – The Power Point Menu,
2. Creating a new presentation – using wizard, saving and closing presentation.
3. Editing text, adding and deleting slide.
4. Insertion of pictures graph, different font style and size, setting of design, views of templates and animation.
5. Slide show, Slide printing

10

B. Multimedia Systems:

1. Macromedia Flash for 2 D animation,
2. Adobe Photoshop for photo editing,
3. Corel Draw 13 for stock photo,
4. Adobe Pagemaker 7 for Bengali typing,
5. 3 d Max 9 for 3d animation,
6. Director Mx for authoring,
7. Sansad / Gitanjali / Sumit Bengla fonts
8. Recording and playback of audio and video files.

PROJECTS: (Internal only)

5

A. To prepare a power point presentation on the following:

   i) Profile of Primary Education – Panchayet / Block / Municipality / Sub-Division / District Level of West Bengal

B. To prepare a lession plan with Computer Aided Learning Materials on any content area suitable for Primary level as a power point presentation [At least **5 L Ps** are to be prepared]

SYLLABUS FOR PART – II

Full Marks: 50 (10 + 40)

10

PROJECT WORK IN PART – II (Internal)

To prepare lesson plans with Computer Aided Learning Materials (on any content area suitable for Primary Classes – content chosen for Part – I Project and Part – II project will be different) as a multimedia presentation. [At least **5 L Ps** are to be prepared]

Practical Work : (Marks 40)

30

1. TO PREPARE A LESSON PLAN WITH POWER POINT OR MULTIMEDIA PRESENTATION AS ASSIGNED BY THE EXTERNAL EXAMINER (ONE CONTENT AREA SUITABBLE FOR PRIMARY CLASSES TO BE SELECTED THROUGH DRAW OF LOTTERY)

5

2. EVALUATION OF SUBMITTED PROJECT REPORT

5

3. VIVA VOCE

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